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ABSTRACT

In April 1987, the Austin school board approved the current student assignment plan, which returned most elementary students to their neighborhood schools and created 16 predominantly minority schools with many students from low-income families. This report summarizes the outcomes of a 5-year plan, "A Plan for Educational Excellence," in each of the 16 priority schools. Methodology involved an employee school climate survey, a survey of parents of priority and other elementary students, and an analysis of school effectiveness reports, student standardized test scores, and various school records. The district provided priority schools with full-day prekindergarten classes, a lowered pupil-teacher ratio across all grade levels, innovative funds and extra support staff, and extra support and directives from the central office. Major findings indicate that: (1) five schools failed to demonstrate improvement in low-achieving students; (2) the overall TAAS (Texas Assessment of Academic Skills) scores of priority schools were lower than district levels; (3) priority schools as a group increased in the percent exceeding expectations for reading and mathematics achievement, but decreased in language achievement; (4) in priority schools, kindergarten students made gains in achievement test scores but prekindergarteners' scores decreased; and (5) priority school students' median scores on the Iowa Tests of Basic Skills (ITBS)/Norm-Referenced Assessment Program for Texas (NAPT) improved since 1987. Other outcomes include slightly higher teacher and student attendance in priority schools, positive parent opinions about both priority and other elementary schools, and the existence of various multicultural education activities in all 16 priority schools. Attachments contain statistics on achievement test results, various school reports, and survey data. (Contains 13 references.) (LMI)

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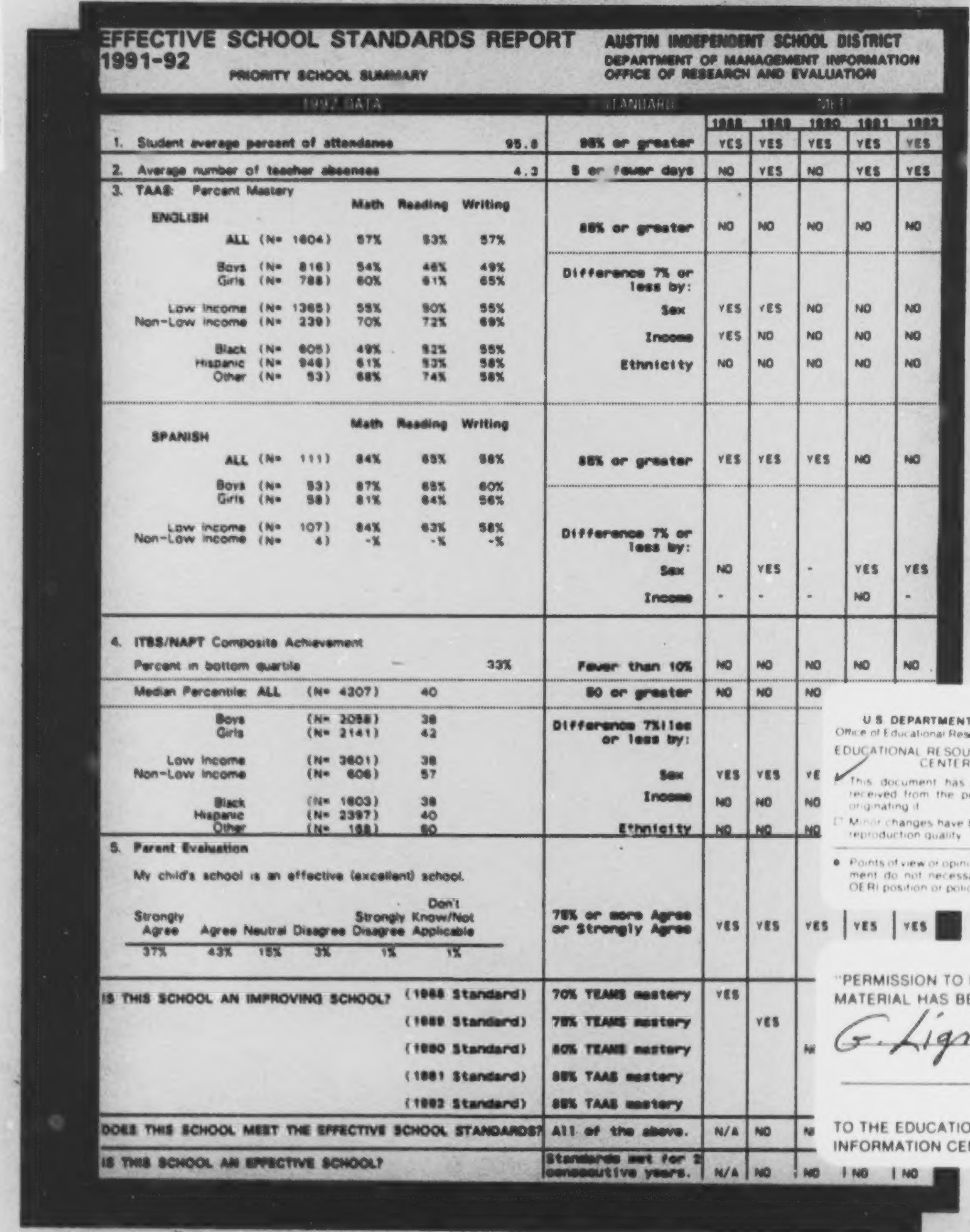
# Priority Schools: The Fifth Year



**EFFECTIVE SCHOOL STANDARDS REPORT 1991-92**
PRIORITY SCHOOL SUMMARY

**AUSTIN INDEPENDENT SCHOOL DISTRICT**
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

| 1992 DATA | | | | | STANDARD | MET 1988 | 1989 | 1990 | 1991 | 1992 |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. Student average percent of attendance | | | | 95.8 | 95% or greater | YES | YES | YES | YES | YES |
| 2. Average number of teacher absences | | | | 4.3 | 5 or fewer days | NO | YES | NO | YES | YES |
| 3. TAAS: Percent Mastery | | Math | Reading | Writing | | | | | | |
| ENGLISH | | | | | | | | | | |
| ALL | (N= 1604) | 57% | 53% | 57% | 85% or greater | NO | NO | NO | NO | NO |
| Boys | (N= 816) | 54% | 46% | 49% | Difference 7% or less by: | | | | | |
| Girls | (N= 788) | 60% | 61% | 65% | | | | | | |
| Low income | (N= 1365) | 55% | 50% | 55% | Sex | YES | YES | NO | NO | NO |
| Non-Low income | (N= 239) | 70% | 72% | 69% | Income | YES | NO | NO | NO | NO |
| Black | (N= 605) | 49% | 52% | 55% | Ethnicity | NO | NO | NO | NO | NO |
| Hispanic | (N= 946) | 61% | 53% | 58% | | | | | | |
| Other | (N= 53) | 68% | 74% | 58% | | | | | | |
| | | Math | Reading | Writing | | | | | | |
| SPANISH | | | | | | | | | | |
| ALL | (N= 111) | 84% | 65% | 58% | 85% or greater | YES | YES | YES | NO | NO |
| Boys | (N= 53) | 87% | 65% | 60% | Difference 7% or less by: | | | | | |
| Girls | (N= 58) | 81% | 64% | 56% | | | | | | |
| Low income | (N= 107) | 84% | 63% | 58% | Sex | NO | YES | - | YES | YES |
| Non-Low income | (N= 4) | -% | -% | -% | Income | - | - | - | NO | - |
| 4. ITBS/NAPT Composite Achievement | | | | | | | | | | |
| Percent in bottom quartile | | | | 33% | Fewer than 10% | NO | NO | NO | NO | NO |
| Median Percentile: ALL | (N= 4207) | 40 | | | 50 or greater | NO | NO | NO | | |
| Boys | (N= 2058) | 38 | | | Difference 7%iles or less by: | | | | | |
| Girls | (N= 2141) | 42 | | | | | | | | |
| Low income | (N= 3601) | 38 | | | Sex | YES | YES | YE | | |
| Non-Low income | (N= 606) | 57 | | | Income | NO | NO | NO | | |
| Black | (N= 1603) | 38 | | | Ethnicity | NO | NO | NO | | |
| Hispanic | (N= 2397) | 40 | | | | | | | | |
| Other | (N= 168) | 60 | | | | | | | | |
| 5. Parent Evaluation<br>My child's school is an effective (excellent) school. | | | | | 75% or more Agree or Strongly Agree | YES | YES | YES | YES | YES |
| IS THIS SCHOOL AN IMPROVING SCHOOL? | (1988 Standard) | | | | 70% TEAMS mastery | YES | | | | |
| | (1989 Standard) | | | | 75% TEAMS mastery | | YES | | | |
| | (1990 Standard) | | | | 80% TEAMS mastery | | | N | | |
| | (1991 Standard) | | | | 85% TAAS mastery | | | | | |
| | (1992 Standard) | | | | 85% TAAS mastery | | | | | |
| DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS? | | | | | All of the above. | N/A | NO | N | | |
| IS THIS SCHOOL AN EFFECTIVE SCHOOL? | | | | | Standards met for 2 consecutive years. | N/A | NO | NO | NO | NO |

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Don't Know/Not Applicable |
|---|---|---|---|---|---|
| 37% | 43% | 15% | 3% | 1% | 1% |

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# Priority Schools: The Fifth Year

## Executive Summary

**Austin Independent School District**
**Department of Management Information**
**Office of Research and Evaluation**

*Authors: Catherine Christner, Theresa Thomas,*
*Wanda Washington, Scarlett Douglas*
*Janice Curry*

### *Program Description*

In April of 1986-87, the School Board approved the current student assignment plan which returned most elementary students to their neighborhood schools and created 16 predominantly minority schools with many students from low-income families. To assure that students in these 16 schools receive a quality education, the Division of Elementary Education developed A Plan for Educational Excellence with the advice of a committee of teachers, principals, and other administrators. The five-year plan was implemented in each of these 16 Priority Schools. The report summarizes the results in each of these 16 Priority Schools. The summary of the results of the fifth year of implementation focuses on outcome variables.

### *Implementation*

For the fifth year, the District met its commitment to the Priority Schools by providing:

- full-day prekindergarten classes at all campuses
- a lowered pupil-teacher ratio across all grade levels
- innovative funds, extra support staff including parent training specialists, full-time helping teachers, counselors, and clerks
- extra support and directives from the central office (including the Language Arts Mastery Program)

### *Major Findings*

#### *Student Achievement:*

- *Iowa Tests of Basic Skills (ITBS)/Norm-Referenced Assessment Program for Texas (NAPT).* When the Priority Schools' 1992 ITBS/NAPT medians are compared to past years:
  97% are higher than in 1987
  72% are higher than in 1991
- *Chapter 1 Program Improvement Plan.* Of the 14 Chapter 1 Priority Schools, 10 will be on a Chapter 1 Improvement Plan for 1992-93. Achievement gains in mathematics (at 10 schools) and reading (at one school) for low achievers were below expected levels. Ortega, Pecan Springs, Sims, and Zavala made the expected gains or greater and will not be on a plan.
- *Chapter 1 Three-year Schoolwide Project Achievement Comparison.* Thirteen of the 16 Priority Schools had to comply with a Chapter 1 requirement that all schoolwide projects, during a three-year period, must show their low-achieving students are doing better than their low-achieving students did in the three years previous to the study or than students served in the Chapter 1 Supplementary Program. Five schools (Allan, Allison, Becker, Govalle, and Oak Springs) did not meet this requirement and will not be able to continue as Chapter 1 Schoolwide Projects in 1992-93.
- *Texas Assessment of Academic Skills (TAAS).* As a group, the Priority Schools TAAS mastery levels were lower than AISD's mastery levels across grades and subtests. The Priority Schools' mastery level was closest to AISD in grade 3 mathematics (78% vs 87%); and it was most distant in grade 5 reading — AISD 63% and Priority Schools 39%. Campbell showed strong TAAS mastery across all grades and subtests. Sanchez, Blackshear, Brooke, Ortega, and Pecan Springs also showed strong mastery levels in half or more of the subtest areas.
- *Report of School Effectiveness (ROSE).* In examining ROSE summaries of the 16 schools in 1991 and 1992, the following can be noted. In reading and mathematics, the Priority Schools as a group increased in the percent exceeding expectations, while in language, this percent decreased. In all three areas, there was an increase from 1991 to 1992 in the percent of below predictions, especially in language from 9% to 21%. In looking at the campuses individually, Ortega and Sanchez had the strongest ROSE reports.
- *Boehm Test of Basic Concepts-Revised.* Overall, kindergarten students in the Priority Schools made gains from pre- to posttesting on the Boehm-R. Growth at Becker, Campbell, Allan, and Zavala was especially strong.
- *Bracken Test of Basic Concepts (BBCS).* Overall, prekindergarten students showed losses from pre- to posttest, with bilingual students showing the greatest losses. There are many concerns about this assessment that make its validity questionable.

#### *Other Indicators:*

- *Student Attendance.* Priority School student attendance rates increased slightly from 1990-91 levels of 95.4% to 95.5% for 1991-92. The overall elementary level remained at 95.8% for the same time period.
- *Teacher Attendance.* Priority School teachers were in their classrooms an average of .3 days more than were other elementary teachers. Excluding extended leave, the average Priority School teacher was absent 4.2 days in 1991-92 as compared to 4.5 days for other elementary school teachers.
- *Parent Opinion.* Priority School parents (80%) and other elementary parents (82%) agreed that their children's schools were effective (excellent) schools and that their children learned a lot this school year (Priority Schools, 89%; other elementaries, 88%).
- *Teacher Transfer Requests.* Priority School teachers requested transfers to other schools more often than did other elementary teachers. Transfer request rates almost doubled for both Priority Schools (12% in 1990-91 to 21% in 1991-92) and other elementaries (8% in 1990-91 to 14% in 1991-92).
- *Parent/Community Involvement.* All 16 schools reported a wide variety of activities (fundraisers, volunteer programs, training, recognition ceremonies) that successfully involved parents at their schools, notably MegaSkills. A wide variety of mentor programs, Adopt-A-School, fundraisers, community issues, meetings, all helped to increase community involvement with the schools.
- *Multicultural Education.* All 16 principals reported a wide variety of activities (speakers, assemblies, dance, art, career days, ethnic food, festivals, etc.) to recognize the cultural heritages of African Americans and Hispanics. Fifteen of the 16 schools had exchange programs, or other activities with non-Priority School campuses. Other cultures were primarily recognized through using the AISD curriculum.
- *Building/Grounds.* Two new replacement schools, at a cost of nearly $9.5 million, were built during 1991-92 for Campbell and Metz, with bond money.

### *Budget Implications*

#### *Mandate:*

Public Law 100-297
AISD School Board Policy

#### *Fund Amount:*

$2,507,949 (Chapter 1)
$4,468,625 (Local)

#### *Funding Source:*

Chapter 1 and Local

#### *Implications*

AISD has received the approved 1992-93 Chapter 1 budget for $6,161,627. The local budget will not be approved until August 1992.

With the District facing a very large budget shortfall for the 1992-93 school year, these results should be studied to insure that only the most effective programs or practices are implemented.

A copy of the full report for which this is the Executive Summary is available as Publication Number 91.04 from:
Austin Independent School District
Office of Research and Evaluation
1111 West 6th Street
Austin, Texas 78703-5399
(512) 499-1724

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## Priority Schools
## 1991-92 Program Effectiveness Summary

| PROGRAM | GRADES | NUMBER SERVED | COST | *PROGRAM EFFECTIVENESS RATING |
|---|---|---|---|---|
| **Full Day Pre-K** | Pre-K | 869 | $1,482,011 | |
| **Lowered Pupil Teacher Ratio** | Pre-K - 6 | All | $3,730,425 | + K, 1<br>o 2 - 6 |
| **Additional Staff** | N.A. | All | $1,319,986 | |
| **Priority Schools Overall** | Pre-K - 6 | All | $5,227,578 | + |

* These ratings represent ORE staff opinions of effectiveness using the data available in this report.

Ratings:
+ = Positive Effect
o = No changes or questionable effect
- = Negative Effect
NA = Not applicable
BLANK = Unknown

- These are the three key components of the Priority Schools that cost additional money over and above the regular District per pupil expenditure.
- These figures include both Chapter 1 and Local funds. More detailed cost figures are presented in section 10 of this report.

# *INTRODUCTION*

In the spring of 1986-87, when the Board of Trustees approved a new student assignment plan which returned most elementary students to their neighborhood schools, 16 predominantly minority schools with many students from low-income families were created. The return to neighborhood schools raised concerns on the part of many that the quality of educational opportunity would be lower in these schools. In order to assure that students received a quality education, the Division of Elementary Education developed A Plan for Educational Excellence with the advice of a committee of teachers, principals, and other administrators. In the 1987-88 school year, the Plan was implemented in each of the 16 "Priority Schools," as the schools came to be called.

One of the components of the Plan focused on accountability and called for an evaluation of the implementation of the Plan. Because this is the fifth year of the implementation, this report represents a focus on outcome measures, such as achievement.

This evaluation was conducted primarily by Chapter 1 staff.

The schools known as Priority Schools are listed below.

Allan
Allison
Becker
Blackshear
Brooke
Campbell
Govalle
Metz
Norman
Oak Springs
Ortega
Pecan Springs
Sanchez
Sims
Winn
Zavala

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Open Letter to AISD:

The 1991-92 school year concludes the fifth year of the five-year covenant that the AISD School Board made with the community for the 16 Priority Schools. As reported in the five Priority Schools' reports, each year the Board met its commitment to the schools. Facing large budget shortfalls for the 1992-93 budget year, it is unclear if this total commitment to all aspects of the Priority Schools will continue. The budget will be finalized in late August 1992. In the approved Chapter 1 Application for funding for 1992-93, all 16 schools receive Chapter 1 monies for one or more programs.

One of the key challenges that faces the Chapter 1 Program is how to mesh both accountability and school based decision making into an effective program. Campus staff are wanting and are getting more say in what Chapter 1 Programs are implemented on their campus. At the same time, districts are being held increasingly accountable at the State and federal level for achievement gains shown by Chapter 1 students--the low achievers.

- Chapter 1 Programs must reach and focus on low achievers.
- Ineffective programs, practices, or staff should not be allowed to continue.
- School based decision making should continue to be an integral part of Chapter 1 Programs.
- The District/campuses should be open to trying new ideas, but quick to discontinue programs or practices that have proven ineffective.

Although they have not always proven to be more effective in producing achievement gains, schoolwide projects offer the potential to see new and creative programs implemented that are specifically designed to meet the needs of students at that campus. More schoolwide projects need to get away from reducing the pupil teacher ratio (which has not proven consistently effective except at grades K and 1) at all grade levels and try other programs, such as Reading Recovery, which has proven to be effective with low achievers.

After preparing this report and the Chapter 1/Chapter 1 Migrant Report, concerns come to mind:

- AISD low achievers are not doing well in mathematics. While the Supplementary Program does not focus on mathematics, if the mathematics scores of these students are examined, they are usually as low or lower than the students' reading scores. The achievement gains shown at the Priority Schools for low achievers from 1990-91 to 1991-92 are smaller in mathematics than they are in reading (for example, in reading comprehension all 16 schools would not be on an improvement plan because of strong gains, while 11 or the 16 would be on plans for mathematics concepts gains).

- TAAS improvement needs to be a continuing focus. Especially at grade 5, low achievers are doing poorly on the TAAS. TAAS mastery of Chapter 1 students becomes even more important in 1992-93 due to an additional requirement that each Chapter 1 school's low achievers must average a 5% increase in TAAS mastery from the previous year.

- There is great variation across campuses in the achievement gains levels (ITBS/NAPT and TAAS) of students. If campuses are continuing with ineffective programs or practices, these must be discontinued or changed. Successful achievement levels of students must be the guiding force and the bottom line.

- Of the 16 Priority Schools, only four (25%) did not fall into Chapter 1 Program Improvement. This means that on the majority of these campuses, the gains of low achievers were below a very minimal standard (2.0 or 1.0 NCE gain). Both areas of mathematics--concepts and total-- showed low gains or losses. Without exception, all 16 schools did well on reading comprehension, but nine fell down on reading total. Reading total is comprised of reading comprehension and vocabulary. This would indicate in these nine schools (at least) more attention needs to be paid to vocabulary development.

Catherine Christner
Evaluator

# COMPONENT DESCRIPTIONS

## WHAT ARE THE COMPONENTS OF A PLAN FOR EDUCATIONAL EXCELLENCE?

A Plan for Educational Excellence calls for the following:

***Exemplary Leadership and Master Teachers.*** Autonomous principals have the skills and experience to act as strong instructional leaders who utilize resources and hire cohesive, committed, and resourceful staffs. Master teachers are caring, dedicated. They have a desire to teach minority children, hold high expectations for all of their students, and teach for mastery. These teachers are experienced and/or they have demonstrated exceptional skills.

***Effective Instruction.*** Effective instruction requires the mastery of basic skills, operates from the students' cultural perspectives, and is intellectually challenging. Effective principals and teachers are more important to effective instruction than are programs, materials, and other items. It stimulates academic, social, cognitive, physical, and emotional growth (and recognition of achievement in these areas). Effective instruction is delivered through direct instruction for all students and includes special programs to meet the needs of LEP, low-achieving, and at-risk children. Schoolwide plans for homework, goal setting, TAAS preparation, and monitoring are encouraged.

***Full-Day Prekindergarten.*** Full-day pre-K provides additional instructional time for educationally disadvantaged four-year-olds who are either LEP or low income. The focus is increasing language, concept, personal, and social development.

***Reduced Pupil-Teacher Ratio.*** Smaller classes are provided for all grade levels, pre-K through 6. The average class size is to be 15 to 1 in pre-K through 2, 18 to 1 in grades 3 and 4, and 20 to 1 in grades 5 and 6.

***Additional Personnel and Support Services.*** Schools will receive full-time support personnel (i.e., helping teachers, librarians, counselors, Parent Training Specialists, etc.), and an innovative money fund.

***Multicultural Education*** On-going activities honor and recognize the cultural heritage of students and the contributions made by minority groups. The curriculum will be reviewed to ensure inclusion of multicultural perspectives in the curriculum and instruction at the schools.

***Strong Parental-Community Involvement.*** Activities encourage parents and community members to become involved with the schools and volunteer as role models, tutors, speakers, and resources. Parents receive training and encouragement to participate in their children's education both at school and at home. Communication between the schools, homes, and communities is fostered and improved.

***Staff Development.*** Each school planned and/or presented its own development the fifth year of the Priority Schools. Schools determined their plan for staff development through needs assessments of their staff members. Innovative funds were often used to pay for staff development, in the form of speakers, seminars, etc.

***Buildings/Grounds.*** School buildings and grounds are well-maintained, safe, and attractive.

***Accountability.*** A monitoring committee and ORE's evaluation reports will make information about implementation, resources, and outcomes available to the public, the Board of Trustees, and other AISD staff.

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## *1: EXEMPLARY LEADERSHIP AND MASTER TEACHERS*

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## ◆ 1 *Exemplary Leadership and Master Teachers*

*Autonomous principals have the skills and experience to act as strong instructional leaders who utilize resources and hire cohesive, committed, and resourceful staffs. Master teachers are caring and dedicated. They have a desire to teach minority children, hold high expectations for all of their students, and teach for mastery. These teachers are experienced and/or they have demonstrated exceptional skills.*

Most Priority Schools teachers (95%) agreed that classrooms in their schools are characterized by students actively engaged in learning. Teachers averaged 8.8 years of teaching experience. Principals averaged 10.6 years of administrative experience and 9.1 years of teaching experience.

### *1-1. HOW DID THE SCHOOL CLIMATE OF THE PRIORITY SCHOOLS COMPARE TO SCHOOL CLIMATE AT THE OTHER ELEMENTARY SCHOOLS?*

School climate was assessed by the districtwide spring 1992 employee survey. All AISD teachers were asked to respond to 24 survey items about the characteristics of their schools, factors that contribute to quality teaching, and personal satisfaction with teaching as a profession. Districtwide results from these items are presented in Shedding Light on District Issues: 1991-92 Surveys of Students, Staff, and Graduates (ORE publication number 91.21). Results for the Priority Schools and other elementary schools are compared in Attachment 1-1.

#### School Climate

When teachers were asked about their attitudes towards the schools where they teach, Priority School teachers differed from teachers in other elementary schools. Throughout the five years, **Priority School teachers' attitudes have been less positive than that of other elementary teachers,** with the exception of the first year Priority Schools were implemented. In 1987-88, Priority School teachers had a higher percentage of agreement (96%) than other elementary teachers (95%) when asked if their school climate was conducive to learning. Additional questions concerning school climate were added to the survey for the following years. Responses to these school climate questions are found in Figure 1-1.

### *FIGURE 1-1*
### *SCHOOL CLIMATE QUESTIONS AND PERCENT AGREEING*
### *1987-88 THROUGH 1991-92*

| QUESTION | YEAR | PRIORITY SCHOOLS | OTHER SCHOOLS |
|---|---|---|---|
| School climate is conducive to learning | 1987-88 | 96% | 95% |
| | 1988-89 | 94% | 97% |
| | 1989-90 | 91% | 96% |
| | 1990-91 | 93% | 97% |
| | 1991-92 | 93% | 95% |
| School has safe climate | 1987-88 | * | * |
| | 1988-89 | 90% | 93% |
| | 1989-90 | 81% | 94% |
| | 1990-91 | 86% | 93% |
| | 1991-92 | 85% | 92% |
| Teacher morale is generally high | 1987-88 | * | * |
| | 1988-89 | 71% | 74% |
| | 1989-90 | 65% | 79% |
| | 1990-91 | 73% | 80% |
| | 1991-92 | 71% | 75% |

* Question not asked during the 1987-88 school year.

## *School Effectiveness*

Teachers in both Priority Schools and other elementary schools rated their schools high on items concerning the characteristics of an effective school. The top four areas for both groups of teachers were:

- Almost all Priority School teachers (95%) and other elementary school teachers (97%) agreed that classrooms in their schools are characterized by students actively engaged in learning.
- Almost all teachers in Priority Schools (96%) and other elementary schools (97%) had high expectations for student success.
- Most of the teachers (Priority Schools, 90%; other elementary schools, 95%) reported that monitoring of student progress in their schools was frequent and used to improve efficiency.
- Most Priority School teachers (90%) and other elementary school teachers (94%) agreed that their school staff believed and demonstrated all students can attain mastery.

## *1-2. WAS THE PRIORITY SCHOOLS' MISSION COMMUNICATED TO SCHOOL STAFF AND PARENTS?*

### *Parent Survey*

As part of the spring 1992 parent survey distributed to parents of all elementary school students, Priority School parents were asked if the mission or philosophy of their children's schools had been clearly communicated to them. Over three fourths (78%) of the parents responding to the survey agreed that the mission had been communicated to them.

### *Teacher Survey*

In the spring 1992 employee survey, Priority School teachers were asked if their schools had a clear and focused mission through which the entire staff shared an understanding and commitment to school goals. Most (86%) of the teachers responding agreed that their schools had such a mission.

## *1-3. HOW MANY TEACHERS AT THE PRIORITY SCHOOLS WERE BILINGUAL OR ESL CERTIFIED?*

A total of 153 bilingual teachers and 84 English-as-a-second language (ESL) teachers was located at the 16 Priority Schools in 1991-92, up from 144 bilingual teachers and down slightly from 91 ESL teachers in 1990-91, 144 bilingual teachers and 94 ESL teachers in 1989-90, and 154 bilingual teachers and 105 ESL teachers in 1988-89. The totals for each Priority School are presented along with comparison figures for the other elementary schools as a whole in Figure 1-2. As indicated in the figure, 35% of the bilingual certified and 21% of the ESL certified teachers at the elementary level are at the Priority Schools.

### *FIGURE 1-2*
### *BILINGUAL AND ESL TEACHERS IN THE PRIORITY SCHOOLS, 1991-92*

| SCHOOL | BILINGUAL TEACHERS | ESL TEACHERS |
|---|---|---|
| Allan | 15 | 2 |
| Allison | 16 | 8 |
| Becker | 11 | 5 |
| Blackshear | 9 | 2 |
| Brooke | 17 | 7 |
| Campbell | 3 | 3 |
| Govalle | 13 | 6 |
| Metz | 18 | 10 |
| Norman | 1 | 2 |
| Oak Springs | 5 | 1 |
| Ortega | 9 | 5 |
| Pecan Springs | 4 | 6 |
| Sanchez | 18 | 10 |
| Sims | 2 | 6 |
| Winn | 4 | 4 |
| Zavala | 8 | 7 |
| Priority Schools Total | 153 (35%) | 84 (21%) |
| Other Elementary Schools Total | 281 (65%) | 311 (79%) |
| Total Elementary | 434 (100%) | 395 (100%) |
| NUMBER OF LEP STUDENTS: | | |
| Priority Schools | 1,603 | (35%) |
| Other Elementary Schools | 3,019 | (65%) |

## *1-4. WHAT WAS THE ETHNIC COMPOSITION OF THE TEACHERS ASSIGNED TO THE PRIORITY SCHOOLS?*

Figure 1-3 shows the percentage of teachers of each ethnicity assigned to each of the 16 Priority Schools.

## *FIGURE 1-3*
## *ETHNIC COMPOSITION OF PRIORITY SCHOOL TEACHERS*
## *1991-92*

| SCHOOL | | % AFR. AMER. | % HISPANIC | % OTHER |
|---|---|---|---|---|
| Allan | (n=43) | 5 | 44 | 51 |
| Allison | (n=46) | 7 | 50 | 43 |
| Becker | (n=35) | 9 | 31 | 60 |
| Blackshear | (n=36) | 31 | 25 | 44 |
| Brooke | (n=35) | 3 | 49 | 49 |
| Campbell | (n=27) | 48 | 7 | 44 |
| Govalle | (n=52) | 13 | 31 | 56 |
| Metz | (n=35) | 3 | 51 | 46 |
| Norman | (n=24) | 25 | 13 | 63 |
| Oak Springs | (n=24) | 8 | 25 | 67 |
| Ortega | (n=33) | 3 | 36 | 61 |
| Pecan Springs | (n=36) | 28 | 17 | 56 |
| Sanchez | (n=44) | 7 | 43 | 50 |
| Sims | (n=29) | 48 | 7 | 45 |
| Winn | (n=62) | 35 | 6 | 58 |
| Zavala | (n=33) | 9 | 24 | 67 |
| **Priority Schools Total** | **(n= 594)** | **17** | **29** | **53** |
| **Other Elementary Schools** | **(n=1,965)** | **7** | **19** | **74** |
| **Total Elementary** | **(n=2,559)** | **9** | **21** | **69** |

- The overall ethnic makeup of the teachers at the Priority Schools was 17% African American, 29% Hispanic, and 53% Other. However, the percentages varied greatly when examined school by school, especially for African American and Hispanic teachers.

- The ethnic makeup of Priority School teachers is similar to the ethnic percentages of pupil enrollment in AISD which were 19% African American, 36% Hispanic, and 45% Other.

### *1-5. HOW EXPERIENCED WERE PRINCIPALS ASSIGNED TO THE PRIORITY SCHOOLS?*

According to information provided by the Department of Personnel, the Priority School principals:

- Had from 1 to 23 years of administrative experience in AISD or other school districts.
- Had from 2 to 17 years of teaching experience in AISD or other school districts.
- Averaged 10.6 years of administrative experience.
- Averaged 9.1 years of teaching experience.

### *1-6. HOW EXPERIENCED WERE TEACHERS ASSIGNED TO THE PRIORITY SCHOOLS? HOW DID THIS COMPARE WITH OTHER SCHOOLS?*

**On the average, teachers in the Priority Schools were 1.0 year less experienced than teachers in other elementary schools.**

- Priority Schools had larger percentages of teachers with five or fewer years of experience than the other elementary schools.
- The Priority Schools had smaller percentages of teachers with more than 15 years of experience than the other elementary schools.
- The average number of years of experience among teachers assigned to Priority Schools was 8.8, compared with 10.0 years of experience among teachers assigned to other elementary schools.

## *FIGURE 1-4*
## *YEARS OF TEACHING EXPERIENCE FOR PRIORITY SCHOOL TEACHERS BY ETHNICITY, 1991-92*

| YEARS OF EXPERIENCE (AISD AND NON-AISD) | | PRIORITY SCHOOL TEACHERS (N=594) | OTHER ELEMENTARY SCHOOL TEACHERS (N=1,965) |
|---|---|---|---|
| 0- 1 | African American | 7.8% | 3.6% |
| | Hispanic | 13.1% | 8.4% |
| | Other | 19.7% | 12.8% |
| | TOTAL | 15.7% | 11.4% |
| 2- 3 | African American | 7.8% | 7.3% |
| | Hispanic | 8.6% | 9.2% |
| | Other | 13.3% | 10.9% |
| | TOTAL | 10.9% | 10.3% |
| 4- 5 | African American | 13.7% | 2.2% |
| | Hispanic | 10.9% | 10.0% |
| | Other | 12.1% | 9.4% |
| | TOTAL | 12.0% | 9.1% |
| 5-10 | African American | 17.7% | 22.5% |
| | Hispanic | 21.7% | 25.4% |
| | Other | 23.8% | 22.0% |
| | TOTAL | 22.1% | 22.7% |
| 11-15 | African American | 16.7% | 18.1% |
| | Hispanic | 29.7% | 27.3% |
| | Other | 16.2% | 20.0% |
| | TOTAL | 20.5% | 21.3% |
| 16-20 | African American | 6.9% | 21.0% |
| | Hispanic | 13.7% | 12.4% |
| | Other | 7.0% | 13.8% |
| | TOTAL | 8.9% | 14.1% |
| 20+ | African American | 29.4% | 25.4% |
| | Hispanic | 2.3% | 7.3% |
| | Other | 7.9% | 11.1% |
| | TOTAL | 9.9% | 11.4% |
| **AVERAGE NUMBER OF YEARS OF EXPERIENCE** | | | |
| | Afr. American | 11.5 YEARS | 13.2 YEARS |
| | Hispanic | 9.2 YEARS | 9.9 YEARS |
| | Other | 7.7 YEARS | 9.7 YEARS |
| | TOTAL | 8.8 YEARS | 10.0 YEARS |

## *1-7. WHAT DEGREES WERE HELD BY TEACHERS ASSIGNED TO THE PRIORITY SCHOOLS?*

The District's Employee Master Record File was accessed to determine the highest degree held by teachers in the Priority Schools. Of the 594 Priority School teachers, 71.7% had bachelor's degrees, 27.8% had master's degrees, and 0.5% had doctoral degrees. These percentages were very similar to those for teachers in other elementary schools (70.6% had bachelor's degrees, 29.2% had master's degrees, and 0.2% had doctoral degrees).

## *1-8. HOW DID THE TEACHER ABSENTEE RATE AT THE PRIORITY SCHOOLS COMPARE TO THE RATE FOR OTHER ELEMENTARY SCHOOLS?*

Teacher absentee rates at the Priority Schools (4.2 days average) were over half a day per teacher less than the other elementary schools (4.5 days), and down from the 1990-91 rate of 4.5 days at the Priority Schools and 5.2 days at the other elementary schools.

### *Effective School Standards Report*

Teacher absentee rates included sick and personal leave days. Teachers who took maternity leave or had extended absences (in excess of five consecutive days) were excluded. See the next section of this report for more details on the Effective School Standards Report.

- Teachers in the Priority Schools used an average of 0.3 fewer days of leave in 1991-92 than did teachers in the other elementary schools (4.2 days compared with 4.5 days).
- The absence rate was lower than in 1990-91, when the average number of teacher absences was 4.5 days in Priority Schools and 5.2 days in other elementary schools.
- The average of 4.2 days of teachers absences in the Priority Schools was within the Effective Schools Standards of 5 or fewer days.

## *1-9. HOW DID THE 1991-92 ABSENTEE RATE FOR THE TEACHERS AT THE PRIORITY SCHOOLS COMPARE WITH THE SAME TEACHERS' ABSENTEE RATE IN 1990-91?*

In 1991-92, Priority School teachers who had also taught the previous year in a Priority School used .1 less leave days on the average than they did while teaching in a Priority School in 1990-91. In 1991-92, teachers in other elementary schools who had also taught the previous year in other elementary schools also used .5 less leave days on the average than they did in 1990-91.

- The average number of days of sick leave and personal leave taken by Priority School teachers was 4.2 days. In 1990-91, the same group of teachers took an average of 4.3 days of leave.
- The average number of days of leave taken by Priority School teachers (excluding extended absences in excess of five consecutive days) decreased by .1 days in 1991-92 from 1990-91.
- The average number of days of sick leave and personal leave taken by other elementary school teachers was 4.5 days. In 1990-91, the same group of teachers took an average of 5.0 days of leave.
- The average number of days of leave taken by other elementary school teachers (excluding extended absences in excess of five consecutive days) decreased by .5 days in 1991-92 from 1990-91.

## *1-10. HOW DID THE TEACHER TRANSFER REQUEST RATE FOR THE PRIORITY SCHOOLS COMPARE WITH THE RATE IN THE OTHER ELEMENTARY SCHOOLS?*

Priority School teachers requested transfers to other schools more often than did other elementary teachers. Transfer request rates almost doubled for both Priority Schools and other elementaries, (12% in 1990-91 to 21% in 1991-92) and (8% to 14%) respectively.

## *FIGURE 1-5*
## *TEACHER TRANSFER REQUESTS FOR PRIORITY SCHOOLS AND OTHER ELEMENTARY SCHOOLS IN 1988-89 TO 1991-92*

| | NUMBER OF TEACHERS | NUMBER OF TRANSFER REQUESTS | TRANSFER REQUEST RATE |
|---|---|---|---|
| **Priority Schools:** | | | |
| 1988-89 | 629 | 85 | 14% |
| 1989-90 | 639 | 72 | 11% |
| 1990-91 | 638 | 78 | 12% |
| 1991-92 | 641 | 137 | 21% |
| **Other Elementary Schools:** | | | |
| 1988-89 | 1,826 | 163 | 9% |
| 1989-90 | 1,907 | 194 | 10% |
| 1990-91 | 2,028 | 163 | 8% |
| 1991-92 | 2,107 | 298 | 14% |

## *2: EFFECTIVE INSTRUCTION*

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## ♦ 2 Effective Instruction

*Effective instruction requires the mastery of basic skills, operates from the students' cultural perspectives, and is intellectually challenging. Effective principals and teachers are more important to effective instruction than are programs, materials, and other items. It stimulates academic, social, cognitive, physical, and emotional growth (and recognition of achievement in these areas). Effective instruction is delivered through direct instruction for all students and includes special programs to meet the needs of LEP, low achieving, and at-risk children. Schoolwide plans for homework, goal setting, TAAS preparation, and monitoring are encouraged.*

### *2-1. WHAT ARE THE EFFECTIVE SCHOOL STANDARDS?*

Part of the Effective Schools Movement includes schools' being held accountable to standards indicating effectiveness. The Effective Schools Movement suggests areas for these standards, but school districts set up the actual criteria and cutoffs for effectiveness themselves. The Priority School principals, with the help of the Assistant Director of ORE, set long-range standards for the Priority Schools in 1987-88. Because these were five-year goals, an improving school standard was also set. These standards are summarized in Figure 2-1. The specifics of how these standards are computed are included in Attachment 2-1.

*FIGURE 2-1*
*DESCRIPTION OF AISD'S EFFECTIVE SCHOOL STANDARDS*

1) Student average percent of attendance of 95% or greater
2) Average number of teacher absences of five or fewer days
3) Statewide test mastery of 85% or greater on each subtest (with less than a 7% difference by sex, income, and ethnicity)--both English and Spanish
4) Fewer than 10% of the students below the bottom quartile on the ITBS Composite
5) Parent agreement of 75% or greater that the school is effective

Improving School = School where the percent mastering each subtest of the statewide test is 85% or more.
Effective School = School that meets criteria 1 through 5 and has done so for two consecutive years.

## 2-2. *HOW DID EACH PRIORITY SCHOOL PERFORM ON THE EFFECTIVE SCHOOL STANDARDS? WERE THERE CHANGES FROM 1990-91?*

None of the 16 schools met the standard for being an improving school in 1991-92.

Attachment 2-1 includes the Effective School Standards Report for each of the 16 campuses. Figure 2-2 summarizes the number of campuses that met or did not meet each standard in 1987-88, 1988-89, 1989-90, 1990-91, and 1991-92.

### *FIGURE 2-2*
### *SUMMARY OF EFFECTIVE SCHOOL STANDARDS REPORT DATA, PRIORITY SCHOOLS, 1987-88, 1988-89, 1989-90, 1990-91, 1991-92*

| STANDARD | NUMBER OF SCHOOLS MEETING THE STANDARD | | | | |
|---|---|---|---|---|---|
| | 1987-88 | 1988-89 | 1989-90 | 1990-91 | 1991-92 |
| 1) Student average percent of attendance of 95% or greater | 10 of 16 (63%) | 10 of 16 (63%) | 13 of 16 (81%) | 11 of 16 (69%) | 13 of 16 (81%) |
| 2) Average number of teacher absences of five days or less | 4 of 16 (25%) | 11 of 16 (69%) | 10 of 16 (63%) | 13 of 16 (81%) | 13 of 16 (81%) |
| 3) TAAS mastery of each subtest of 85% or greater | 2 of 16 (13%) | 1 of 16 (6%) | 1 of 16 (6%) | 0 of 16 (0%) | 0 of 16 ( 0%) |
| Dif. by sex less than 7% | 6 of 16 (38%) | 5 of 16 (31%) | 1 of 16 (6%) | 1 of 16 (6%) | 1 of 16 ( 6%) |
| Dif. by income less than 7% | 3 of 11 (27%) | 0 of 11 (0%) | 2 of 6 (33%) | 0 of 3 (0%) | 0 of 3 ( 0%) |
| Dif. by ethnicity less than 7% | 2 of 10 (20%) | 3 of 11 (27%) | 0 of 4 (0%) | 1 of 5 (20%) | 0 of 5 ( 0%) |
| Spanish TAAS mastery of each subtest of 85% or greater | 3 of 4 (75%) | 2 of 3 (67%) | 0 of 0 | 0 of 0 | 0 of 1 ( 0%) |
| Dif. by sex less than 7% | 1 of 2 (50%) | 0 of 1 (0%) | 0 of 0 | 0 of 0 | 0 of 0 |
| Dif. by income less than 7% | 0 of 0 | 0 of 0 | 0 of 0 | 0 of 0 | 0 of 0 |
| 4) ITBS/NAPT Composite--fewer than 10% in bottom quartile | 0 of 16 (0%) | 0 of 16 (0%) | 0 of 16 (0%) | 0 of 16 (0%) | 0 of 16 ( 0%) |
| Median percentile 50 or greater | 2 of 16 (13%) | 1 of 16 (6%) | 0 of 16 (0%) | 0 of 16 (0%) | 2 of 16 (13%) |
| Dif. by sex less than 7% | 11 of 16 (69%) | 12 of 16 (75%) | 12 of 16 (75%) | 13 of 16 (81%) | 12 of 16 (75%) |
| Dif. by income less than 7% | 1 of 14 (7%) | 4 of 14 (29%) | 4 of 13 (31%) | 3 of 12 (25%) | 0 of 12 ( 0%) |
| Dif. by ethnicity less than 7% | 5 of 13 (38%) | 6 of 13 (46%) | 6 of 13 (46%) | 6 of 13 (46%) | 7 of 13 (54%) |
| 5) 75% or higher parent agreement that the school is effective | 16 of 16 (100%) | 15 of 16 (94%) | 13 of 16 (81%) | 13 of 16 (81%) | 13 of 16 (81%) |
| Is this school an improving school?: 70% TEAMS Mastery 1987-88 | 10 of 16 (63%) | 12 of 16 (75%) | 10 of 16 (63%) | 12 of 16 (75%) | 12 of 16 (75%) |
| Is this school an improving school?: 75% TEAMS Mastery 1988-89 | --- | 11 of 16 (69%) | 6 of 16 (38%) | 10 of 16 (63%) | 10 of 16 (63%) |
| Is this school an improving school?: 80% TEAMS Mastery 1989-90 | --- | --- | 5 of 16 (31%) | 5 of 16 (31%) | 5 of 16 (31%) |
| Is this school an improving school?: 85% TAAS Mastery 1990-91 | --- | --- | --- | 0 of 16 (0%) | 0 of 16 ( 0%) |
| Is this school an improving school?: 85% TAAS Mastery 1991-92 | --- | --- | --- | 0 of 16 ( 0%) | 0 OF 16 ( 0%) |

The number of schools for which each standard was measurable varied because achievement comparisons require 20 students per group.

The large majority of schools (13 of 16) met the attendance standards for students and teachers in 1991-92 -- improving on 1987-88 levels. No schools had 85% TAAS mastery on each subtest or had fewer than 10% in the bottom quartile on the ITBS/NAPT. Two of the 16 schools showed a median percentile of 50 or above on the ITBS/NAPT Composite.

### *2-3. HOW WOULD THE PRIORITY SCHOOLS PERFORM ON THESE STANDARD IF THEY WERE CONSIDERED AS ONE SCHOOL? HOW DID THEY COMPARE ON THE STANDARDS WITH OTHER AISD ELEMENTARY CAMPUSES AS A GROUP?*

In Figure 2-3 is presented the summary information for the Priority Schools, the other elementary schools, and AISD as a whole. The Priority Schools are much more like other elementary schools than different with 16 of the 19 standards alike. The Priority Schools did not meet the standard of the average number of teacher absences being less than five, and the other elementaries did not.

*FIGURE 2-3*
*SUMMARY OF EFFECTIVE SCHOOL STANDARDS REPORT DATA, 1991-92*
*PRIORITY SCHOOLS AND OTHER ELEMENTARY SCHOOLS*

| STANDARD | PRIORITY SCHOOLS | OTHER ELEMENTARY SCHOOLS |
|---|---|---|
| 1) Student average percent of attendance of 95% or greater | YES | YES |
| 2) Average number of teacher absences is five days or less | YES | YES |
| 3) TAAS mastery of each subtest is 85% or greater | NO | NO |
| Difference by sex less than 7% | NO | NO |
| Difference by income less than 7% | NO | NO |
| Difference by ethnicity less than 7% | NO | NO |
| Spanish TAAS mastery of each subtest is 85% or greater | NO | NO |
| Difference by sex less than 7% | YES | YES |
| Difference by income less than 7% | -- | -- |
| 4) ITBS/NAPT Composite--fewer than 10% in bottom quartile | NO | NO |
| Median percentile 50 or greater | NO | YES |
| Difference by sex less than 7% | YES | YES |
| Difference by income less than 7% | NO | NO |
| Difference by ethnicity less than 7% | NO | NO |
| 5) 75% or higher parent agreement that the school is effective | YES | YES |
| Is this school an improving school (70% TEAMS Mastery)? | YES | YES |
| Is this school an improving school (75% TEAMS Mastery)? | YES | YES |
| Is this school an improving school (80% TEAMS Mastery)? | NO | YES |
| Is this school an improving school (85% TAAS Mastery)? | NO | NO |

## *2-4. HOW MANY MEETINGS DID THE 16 PRINCIPALS HAVE DURING THE SCHOOL YEAR? WHAT WERE THE AGENDAS OF THESE MEETINGS?*

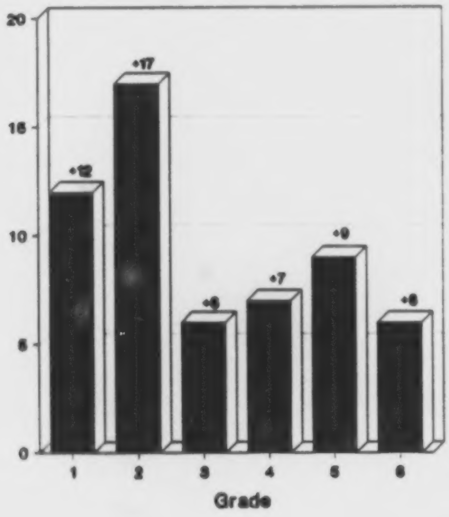
During the 1991-92 school year, the Priority School principals met four times with the Assistant Superintendent for Elementary Education. Agenda items included the Office of Research and Evaluation Priority Schools Report for 1990-91, planning for the 1992-93 school year, brainstorming on Chapter 1 funding and usage during the sixth year's implementation of the Priority Schools, and a mini-presentation on organization and planning strategies.

## *2-5. HOW DID THE PRIORITY SCHOOL STUDENTS ACHIEVE ON THE ITBS/NAPT COMPARED TO 1986-87? TO 1990-91?*

1991-92 Priority School students' achievement exceeded 1986-87 (97% of comparisons), and 1990-91 levels (72% of comparisons).

Attachment 2-2 gives the ITBS/NAPT median percentiles (1991 norms) by grade, by subtest, and by year. From 1991 to 1992, of the 32 possible comparisons, 1992 ITBS/NAPT medians were higher than 1991 medians in 23 cases (72%), lower in 8 cases (25%), and unchanged in one case. In looking at 1987 to 1992 changes, of the 32 possible comparisons, 1992 Priority Schools student medians were higher than the 1987 medians in 31 cases (97%), and lower in one case. The changes on the ITBS/NAPT Composite are illustrated in Figure 2-4.

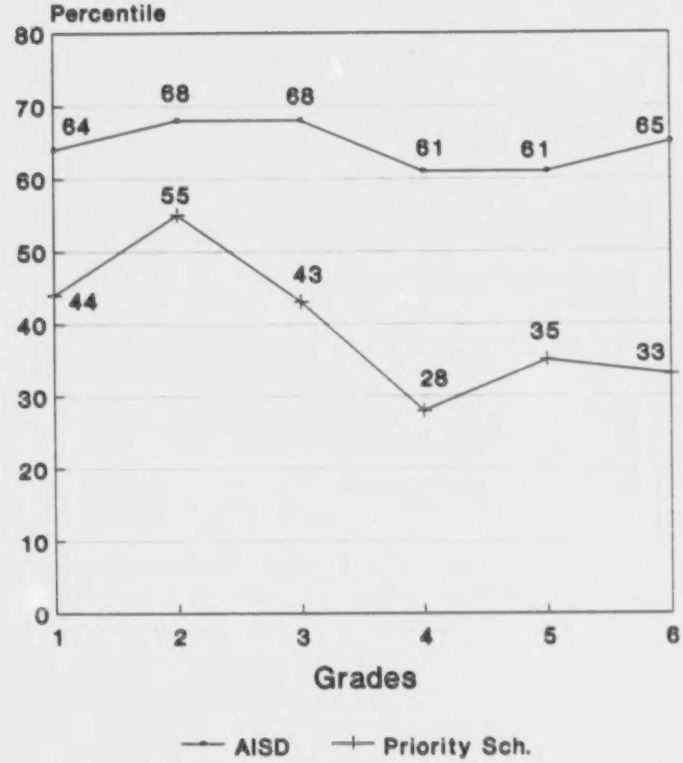
*FIGURE 2-4*
*PERCENTILE CHANGES ON THE ITBS/NAPT COMPOSITE FOR THE PRIORITY SCHOOLS FROM 1987 TO 1992 (1991 NORMS)*



### *2-6. HOW DO THE PRIORITY SCHOOLS' 1992 SCORES ON THE ITBS/NAPT COMPOSITE COMPARE TO AISD SCORES?*

Figure 2-5 graphically represents these data in terms of the ITBS/NAPT Composite median percentile scores (1991 norms). Across all grade levels, the Priority Schools' medians were lower than the AISD medians, from 13 to 33 percentile points. The Priority Schools' medians were lower than the national norm except at grade 2 where the median was 55. Grade 2 was also where Priority Schools' students were closest to the AISD average.

*FIGURE 2-5*
*ITBS/NAPT COMPOSITE MEDIANS*
*1991-92 (1991 NORMS)*



## 2-7. *HOW DID THE PRIORITY SCHOOLS ACHIEVE ON THE ITBS/NAPT BY ETHNICITY?*

These data are presented in Attachment 2-3. Figure 2-6 presents median ITBS/NAPT composite percentiles (1991 norms) and the number of increases in the medians (across all subtests) from 1987 to 1992. All groups showed a large majority of gains with Hispanics showing the most increases (31 of 32) from 1987 to 1992. Other students had the highest medians. Across all three groups, grade 4 medians were the lowest.

*FIGURE 2-6*
*ITBS/NAPT TRENDS FOR THE PRIORITY SCHOOLS BY ETHNICITY, BY GRADE, (1991 NORMS) FROM 1987 TO 1992*

| | AFR. AMER. | | HISPANICS | | OTHER | |
|---|---|---|---|---|---|---|
| GRADE | Median % ile* | No. of Increases | Median % ile* | No. of Increases | Median % ile* | No. of Increases |
| 1 | 44 | 6 of 6 | 43 | 6 of 6 | 60 | 4 of 6 |
| 2 | 51 | 6 of 6 | 57 | 6 of 6 | 66 | 6 of 6 |
| 3 | 44 | 4 of 5 | 40 | 4 of 5 | 69 | 4 of 6 |
| 4 | 25 | 5 of 5 | 30 | 5 of 5 | 47 | 4 of 5 |
| 5 | 32 | 5 of 5 | 36 | 5 of 5 | 63 | 3 of 5 |
| 6 | 20 | 1 of 5 | 39 | 5 of 5 | -- | too few students |
| TOTAL | -- | 27 of 32 | -- | 31 of 32 | -- | 21 of 27 |

* Composite score

SUMMARY OF PERCENTILE CHANGES
BY ETHNICITY, 1987 TO 1992
GRADES 1-6

| UP | % | SAME | % | DOWN | % |
|---|---|---|---|---|---|
| 79 | 87% | 1 | 1% | 11 | 12% |

## 2-8. *HOW DID THE PRIORITY SCHOOLS PERFORM INDIVIDUALLY ON THE ITBS/NAPT?*

The data are presented in detail in Attachment 2-4. Summarized in Figure 2-7 are the number of Priority Schools that increased from 1987 to 1988, 1988 to 1989, 1987 to 1989, 1989 to 1990, 1987 to 1990, 1987 to 1991, and 1990 to 1991, 1987 to 1992, and 1991 to 1992 on the ITBS/NAPT Composite.

## *FIGURE 2-7*
## *NUMBER OF PRIORITY SCHOOLS SHOWING IMPROVEMENT ON THE ITBS/NAPT COMPOSITE FROM 1987 TO 1988, 1988 TO 1989, 1987 TO 1989, 1987 TO 1990, 1989 TO 1990, 1987 TO 1991, 1990 TO 1991, 1987 TO 1992, AND 1991 TO 1992*
## *(1991 NORMS)*

| | NUMBER OF SCHOOLS THAT INCREASED | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| GRADE | 87 TO 88 | 88 TO 89 | 87 TO 89 | 89 TO 90 | 87 TO 90 | 87 TO 91 | 90 TO 91 | 87 TO 92 | 91 TO 92 |
| 1 | 15 of 16 | 7 of 16 | 12 of 16 | 9 of 16 | 12 of 16 | 11 of 16 | 6 of 16 | 14 of 16 | 7 of 16 |
| 2 | 10 of 16 | 12 of 16 | 15 of 16 | 7 of 16 | 12 of 16 | 14 of 16 | 11 of 16 | 14 of 16 | 10 of 16 |
| 3 | 13 of 16 | 4 of 16 | 9 of 16 | 11 of 16 | 11 of 16 | 13 of 16 | 12 of 16 | 14 of 16 | 11 of 16 |
| 4 | 11 of 15 | 7 of 15 | 13 of 15 | 7 of 15 | 14 of 15 | 14 of 15 | 9 of 15 | 12 of 15 | 5 of 16 |
| 5 | 9 of 15 | 10 of 15 | 10 of 15 | 8 of 15 | 10 of 15 | 15 of 15 | 6 of 15 | 15 of 15 | 13 of 16 |
| 6 | 3 of 4 | 0 of 4 | 1 of 4 | 1 of 4 | 2 of 4 | 3 of 4 | 2 of 4 | 3 of 4 | 3 of 4 |

1991 norms are used in all six comparisons.

SUMMARY OF PERCENTILE CHANGES BY SCHOOLS ACROSS GRADE LEVELS

| | UP | % | SAME | % | DOWM | % |
|---|---|---|---|---|---|---|
| FROM 1987 TO 1988 | 61 | 74% | 4 | 5% | 17 | 21% |
| FROM 1988 TO 1989 | 40 | 49% | 0 | 0% | 42 | 51% |
| FROM 1989 TO 1990 | 36 | 44% | 5 | 6% | 41 | 50% |
| FROM 1987 TO 1989 | 60 | 73% | 0 | 0% | 22 | 27% |
| FROM 1987 TO 1990 | 61 | 74% | 1 | 1% | 20 | 24% |
| FROM 1987 TO 1991 | 70 | 85% | 1 | 1% | 11 | 14% |
| FROM 1990 TO 1991 | 46 | 56% | 2 | 2% | 34 | 40% |
| FROM 1987 TO 1992 | 72 | 88% | 2 | 2% | 8 | 10% |
| FROM 1991 TO 1992 | 49 | 58% | 3 | 4% | 32 | 38% |

From 1987 to 1992, 88% of the Priority Schools showed increases in their median composite percentiles across grades 1-6. All grade levels showed consistent improvement. From 1991 to 1992 the strongest gains were at grades 2, 3, 5, and 6.

## *2-9. HOW DID EACH PRIORITY SCHOOL ACHIEVE ON THE ITBS/NAPT BY GRADE IN 1987 COMPARED TO 1992?*

The number of increases in ITBS/NAPT median percentiles (norms) for each grade for each of the Priority Schools from 1987 to 1992 is presented in Figure 2-8. The highest numbers of increases were at grades 4 and 5 (95%) and the lowest number of increases was at grade 1 (81%). On the whole, the large majority of grade level medians were higher in 1992 than in

## FIGURE 2-8
## PRIORITY SCHOOL ACHIEVEMENT GAINS ON THE ITBS/NAPT (1991 NORMS) FROM 1987 TO 1992, BY GRADE ACROSS SUBTESTS

| | NUMBER OF INCREASES BY GRADE | | | | | |
|---|---|---|---|---|---|---|
| SCHOOL | 1 | 2 | 3 | 4 | 5 | 6 |
| ALLAN | 5 of 6 | 6 of 6 | 5 of 5 | 4 of 5 | 5 of 5 | --- |
| ALLISON | 6 of 6 | 0 of 6 | 2 of 5 | 5 of 5 | 5 of 5 | --- |
| BECKER | 6 of 6 | 4 of 6 | 4 of 5 | 4 of 5 | 4 of 5 | --- |
| BLACKSHEAR | 6 of 6 | 2 of 6 | 4 of 5 | 5 of 5 | 4 of 5 | 5 of 5 |
| BROOKE | 3 of 6 | 6 of 6 | 5 of 5 | 5 of 5 | 5 of 5 | --- |
| CAMPBELL | 6 of 6 | 5 of 6 | 4 of 6 | 5 of 5 | 5 of 5 | 3 of 5 |
| GOVALLE | 6 of 6 | 6 of 6 | 5 of 5 | 5 of 5 | 4 of 5 | --- |
| METZ | 4 of 6 | 6 of 6 | 5 of 5 | 5 of 5 | 5 of 5 | 5 of 5 |
| NORMAN | 6 of 6 | 4 of 6 | 4 of 5 | 4 of 5 | 5 of 5 | --- |
| OAK SPRINGS | 0 of 6 | 6 of 6 | 3 of 5 | 5 of 5 | 5 of 5 | --- |
| ORTEGA | 5 of 6 | 6 of 6 | 5 of 5 | 4 of 5 | 5 of 5 | --- |
| PECAN SPRINGS | 1 of 6 | 6 of 6 | 4 of 5 | 5 of 5 | 5 of 5 | --- |
| SANCHEZ | 6 of 6 | 6 of 6 | 5 of 5 | 5 of 5 | 5 of 5 | 5 of 5 |
| SIMS | 6 of 6 | 6 of 6 | 5 of 5 | 5 of 5 | 5 of 5 | --- |
| WINN | 6 of 6 | 5 of 6 | 4 of 5 | --- | --- | --- |
| ZAVALA | 6 of 6 | 6 of 6 | 5 of 5 | 5 of 5 | 4 of 5 | --- |
| Total | 78 of 96 (81%) | 80 of 96 (83%) | 69 of 80 (86%) | 71 of 75 (95%) | 71 of 75 (95%) | 18 of 20 (90%) |

ITBS/NAPT SUMMARY OF PERCENTILE CHANGES (1987 TO 1992)
FOR EACH PRIORITY SCHOOL BY GRADE ACROSS SUBTESTS

| | UP | % |
|---|---|---|
| GRADE 1 | 78 | 81% |
| GRADE 2 | 80 | 83% |
| GRADE 3 | 69 | 86% |
| GRADE 4 | 71 | 95% |
| GRADE 5 | 71 | 95% |
| GRADE 6 | 18 | 90% |

### 2-10. HOW DID EACH PRIORITY SCHOOL ACHIEVE ON THE ITBS/NAPT SUBTESTS IN 1987 COMPARED TO 1992?

Figure 2-9 presents the number of increases in ITBS/NAPT median percentiles (1991 norms) from 1987 to 1992 by subtest area. Across all subtest levels the large majority of the schools showed improvement in each subtest area. The strongest improvement was in the area of reading comprehension and language.

### *FIGURE 2-9*
### *PRIORITY SCHOOL ACHIEVEMENT GAINS BY ITBS/NAPT SUBTEST AREA ACROSS GRADE LEVEL (1991 NORMS) FROM 1987 TO 1992*

NUMBER OF INCREASES

| SCHOOL | VOCABULARY | READING COMPREHENSION | MATHEMATICS | SPELLING | WORD ANALYSIS | LANGUAGE | COMPOSITE |
|---|---|---|---|---|---|---|---|
| ALLAN | 5 of 5 | 5 of 5 | 4 of 5 | 2 of 2 | 2 of 2 | 3 of 3 | 4 of 5 |
| ALLISON | 3 of 5 | 3 of 5 | 4 of 5 | 1 of 2 | 1 of 2 | 3 of 3 | 3 of 5 |
| BECKER | 3 of 5 | 5 of 5 | 5 of 5 | 2 of 2 | 1 of 2 | 2 of 3 | 4 of 5 |
| BLACKSHEAR | 3 of 6 | 6 of 6 | 6 of 6 | 1 of 2 | 1 of 2 | 4 of 4 | 5 of 6 |
| BROOKE | 4 of 5 | 4 of 5 | 4 of 5 | 2 of 2 | 2 of 2 | 3 of 3 | 5 of 5 |
| CAMPBELL | 4 of 6 | 6 of 6 | 6 of 6 | 2 of 2 | 1 of 2 | 4 of 4 | 5 of 6 |
| GOVALLE | 5 of 5 | 5 of 5 | 5 of 5 | 2 of 2 | 2 of 2 | 2 of 3 | 5 of 5 |
| METZ | 6 of 6 | 6 of 6 | 5 of 6 | 1 of 2 | 2 of 2 | 4 of 4 | 6 of 6 |
| NORMAN | 3 of 5 | 4 of 5 | 4 of 5 | 2 of 2 | 2 of 2 | 3 of 3 | 5 of 5 |
| OAK SPRINGS | 3 of 5 | 4 of 5 | 4 of 5 | 1 of 2 | 1 of 2 | 3 of 3 | 3 of 5 |
| ORTEGA | 5 of 5 | 5 of 5 | 4 of 5 | 2 of 2 | 2 of 2 | 3 of 3 | 4 of 5 |
| PECAN SPRINGS | 3 of 5 | 4 of 5 | 4 of 5 | 2 of 2 | 1 of 2 | 3 of 3 | 4 of 5 |
| SANCHEZ | 6 of 6 | 6 of 6 | 6 of 6 | 2 of 2 | 2 of 2 | 4 of 4 | 5 of 6 |
| SIMS | 5 of 5 | 5 of 5 | 5 of 5 | 2 of 2 | 2 of 2 | 2 of 3 | 5 of 5 |
| WINN | 1 of 3 | 3 of 3 | 3 of 3 | 2 of 2 | 2 of 2 | 1 of 1 | 3 of 3 |
| ZAVALA | 4 of 5 | 5 of 5 | 5 of 5 | 2 of 2 | 1 of 2 | 3 of 3 | 5 of 5 |
|  | 63 of 82<br>(77%) | 76 of 82<br>(95%) | 74 of 82<br>(90%) | 32 of 36<br>(89%) | 29 of 36<br>(81%) | 47 of 50<br>(94%) | 71 of 82<br>(87%) |

ITBS/NAPT SUMMARY OF PERCENTILE CHANGES (1987-1992)
FOR EACH PRIORITY SCHOOL BY SUBTEST ACROSS GRADES

|  | UP | % |
|---|---|---|
| VOCABULARY | 63 | 77% |
| READING COMPREHENSION | 76 | 93% |
| MATHEMATICS | 74 | 90% |
| SPELLING | 32 | 89% |
| WORD ANALYSIS | 29 | 81% |
| LANGUAGE | 47 | 94% |
| COMPOSITE | 71 | 87% |

## *2-11. HOW DID THE PRIORITY SCHOOLS PERFORM WHEN COMPARED TO THE OTHER AISD ELEMENTARY SCHOOLS?*

One way of doing this comparison is using the Report on School Effectiveness (ROSE). The ROSE is a series of regression analyses which asks the question "How do the achievement gains of a school's students compare with those of other AISD students of the same previous achievement levels and background characteristics?" The ROSE report used a variety of variables (previous test score, sex, age, ethnicity, income status, reassignment/transfer status, and pupil/teacher ratio) to calculate the "predicted" level of a student's achievement in reading and in mathematics from one year to the next. Then the predicted scores can be compared to see if a grade at a school exceeded, achieved, or was below the predicted score.

Using the ROSE calculations for grades 2-6 comparing the Priority Schools with the other elementary schools (only using those grades with measurable numbers), Figure 2-10 was prepared. The percent of grades achieving, exceeding, or going below predictions is summarized for Priority Schools and other elementary schools. Both 1991 and 1992 data are included for comparison purposes.

In comparing 1992 data to 1992 data, the Priority Schools had slightly higher percentages of exceeded predictions in mathematics and language than did the other elementaries who had slightly higher percentages of exceeded predictions in reading. In all three subject areas, the Priority Schools had a higher percent of below predictions than did the other schools. In comparing 1991 data to 1992 data, in reading and mathematics the Priority Schools increased in the percent of exceeding predictions, while in language the percent decreased. In all three areas, the Priority Schools increased from 1991 to 1992 in percent of below predictions, especially in language with an increase from 9% to 21%. The other elementary schools showed slight decreases in the percent of exceeded predictions in mathematics and language, with a small increase in reading. In looking at the percent of below predictions, there was a slight increase in reading, a slight decrease in mathematics, and a 9% decrease in language.

*FIGURE 2-10*
*PERCENT OF ELEMENTARY SCHOOLS EXCEEDING, ACHIEVING, OR BELOW PREDICTIONS ON THE 1991 AND 1992 ROSE*

| | | READING | | | MATHEMATICS | | | LANGUAGE | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | YEAR | % EXCEEDED | % ACHIEVED | % BELOW | % EXCEEDED | % ACHIEVED | % BELOW | % EXCEEDED | % ACHIEVED | % BELOW |
| PRIORITY SCHOOLS | 1992 | 12% | 73% | 15% | 24% | 53% | 24% | 21% | 57% | 21% |
| | 1991 | 8% | 81% | 11% | 21% | 57% | 22% | 26% | 65% | 9% |
| OTHER ELEMENTARY SCHOOLS | 1992 | 14% | 76% | 10% | 19% | 59% | 21% | 19% | 67% | 14% |
| | 1991 | 13% | 79% | 9% | 22% | 55% | 22% | 21% | 56% | 23% |

## *2-12. WHAT EFFECT DOES LOWERING THE PUPIL-TEACHER RATIO HAVE ON STUDENTS' ACHIEVEMENT?*

Because the single largest expense of creating the Priority Schools was lowering the pupil-teacher ratios at all grade levels, there is an interest in knowing how much a lowered pupil teacher ratio (PTR) contributes to increased student achievement. One way to assess this was to run the Report on School Effectiveness (ROSE) report with and without PTR as a variable.

The ROSE for 1991-92 was run both with and without PTR to assess the amount of achievement gain produced by the lowered PTR. In analyzing the results, the following can be noted:

- In all cases, pupil teacher ratio accounts for a very small proportion of the variance. Previous test score, income status, age, and ethnicity account for much more weight in predicting a student's score.

- The negative weights of the PTR in the regression equations for grades 2-5 mathematics and grades 2, 3, and 5 reading indicate that the smaller the class size, the higher the reading (or mathematics) scores. (See Figure 2-11.)

- The positive weights of the PTR in the regression equations for grades 4 and 6 reading indicate that the smaller the class size, the lower the reading score. At grade 6 mathematics, there was a very low positive weight that the class size was not really affected. (See Figure 2-11.)

- In order to gauge how many days of learning are gained by lowering the PTR, we can compute a theoretical comparison between gains of various sized classes. For the comparisons discussed here, we have chosen sizes of 12 and 21. When each class size is multiplied by the regression weight and the difference between these two numbers is calculated, the number of days of learning gained or lost for an instructional year can be figured. These data are presented in Figure 2-11. The highlights include:

  --from one to 50 additional days of learning were achieved in mathematics at grades 2-6 and from 14 to 44 days of learning were achieved in reading at grades 2, 3, and 5 respectively, with a class size of 12 compared to one of 21.

  --twelve fewer days of learning at grade 6 were achieved in reading and 11 fewer days of learning were achieved in reading at grade 4 with a class size of 12 as compared to one of 21.

- This analysis was also conducted in 1988-89, in 1989-90, and in 1990-91. The results are shown in Figure 2-11. As can be noted, there is an increasing number of gains (three versus six versus eight versus seven) for a lowered PTR over the course of four years. This effect seems to have stabilized for the last two years at seven or eight. These analyses are encouraging because well over two million dollars is being spent each year to provide a lowered PTR in the Priority Schools.

## *FIGURE 2-11*
## *BY-SUBJECT AND BY-GRADE ANALYSES OF THE DIFFERENCE IN ACHIEVEMENT WITH A CLASS SIZE OF 21 OR 12*

1988-89

| SUBJECT | GRADE | DIFFERENCE IN LEARNING FOR EACH STUDENT IN A CLASS (REGRESSION WEIGHT) | DIFFERENCE IN WEIGHT FOR 12 VS. 21 | THEORETICAL DIFFERENCE IN DAYS OF LEARNING WITH REDUCTION FROM 21 TO 12 |
|---|---|---|---|---|
| Reading | 2 | 0.016 | .143 | -25.0 days |
| Reading | 3 | 0.006 | .054 | - 9.5 days |
| Reading | 4 | 0.003 | .027 | - .2 days |
| Reading | 5 | 0.003 | .027 | - .2 days |
| Reading | 6 | 0.005 | .044 | - 8.0 days |
| Math | 2 | -0.0003 | .004 | + .7 days |
| Math | 3 | -0.004 | .034 | + 6.0 days |
| Math | 4 | 0.009 | .079 | -14.0 days |
| Math | 5 | -0.007 | .062 | +11.0 days |
| Math | 6 | 0.0065 | .058 | -10.0 days |

1989-90

| SUBJECT | GRADE | DIFFERENCE IN LEARNING FOR EACH STUDENT IN A CLASS (REGRESSION WEIGHT) | DIFFERENCE IN WEIGHT FOR 12 VS. 21 | THEORETICAL DIFFERENCE IN DAYS OF LEARNING WITH REDUCTION FROM 21 TO 12 |
|---|---|---|---|---|
| Reading | 2 | -0.015 | .131 | +23.0 days |
| Reading | 3 | 0.008 | .069 | -12.0 days |
| Reading | 4 | 0.001 | .010 | - 2.0 days |
| Reading | 5 | -0.000 | .002 | + .0 days |
| Reading | 6 | 0.006 | .052 | - 9.0 days |
| Math | 2 | -0.012 | .111 | +19.5 days |
| Math | 3 | -0.005 | .044 | + 8.0 days |
| Math | 4 | -0.012 | .106 | +18.0 days |
| Math | 5 | -0.007 | .066 | +11.5 days |
| Math | 6 | 0.004 | .040 | - 7.0 days |

1990-91

| SUBJECT | GRADE | DIFFERENCE IN LEARNING FOR EACH STUDENT IN A CLASS (REGRESSION WEIGHT) | DIFFERENCE IN WEIGHT FOR 12 VS. 21 | THEORETICAL DIFFERENCE IN DAYS OF LEARNING WITH REDUCTION FROM 21 TO 12 |
|---|---|---|---|---|
| Reading | 2 | -.008510611 | .077 | +13.5 days |
| Reading | 3 | -.018633577 | .168 | +29.0 days |
| Reading | 4 | -.003085396 | .028 | + .5 days |
| Reading | 5 | -.007699777 | .069 | +12.0 days |
| Reading | 6 | .004098330 | .037 | - 6.5 days |
| Math | 2 | .006596852 | .059 | -10.0 days |
| Math | 3 | -.025876628 | .233 | +41.0 days |
| Math | 4 | -.010271517 | .092 | +16.0 days |
| Math | 5 | -.006494548 | .058 | +10.0 days |
| Math | 6 | -.000560473 | .005 | + 1.0 days |

1991-92

| SUBJECT | GRADE | DIFFERENCE IN LEARNING FOR EACH STUDENT IN A CLASS (REGRESSION WEIGHT) | DIFFERENCE IN WEIGHT FOR 12 VS. 21 | THEORETICAL DIFFERENCE IN DAYS OF LEARNING WITH REDUCTION FROM 21 TO 12 |
|---|---|---|---|---|
| Reading | 2 | -0.019465752 | 0.175 | +44.0 days |
| Reading | 3 | -0.011575949 | 0.104 | +26.0 days |
| Reading | 4 | 0.004721497 | 0.042 | -11.0 days |
| Reading | 5 | -0.006381792 | 0.057 | +14.0 days |
| Reading | 6 | 0.005363946 | 0.048 | -12.0 days |
| Math | 2 | -0.022112341 | 0.199 | +50.0 days |
| Math | 3 | -0.021302851 | 0.192 | +48.0 days |
| Math | 4 | -0.006007892 | 0.054 | +14.0 days |
| Math | 5 | -0.012187165 | 0.110 | +27.0 days |
| Math | 6 | 0.000041953 | 0.000 | + 0.0 days |

## *2-13. HOW DID THE PRIORITY SCHOOL MASTERY TAAS LEVELS COMPARE TO AISD MASTERY LEVELS AND TO THE STATE MASTERY LEVELS?*

Figure 2-12 gives District, State, and Priority Schools TAAS mastery levels for October, 1991. These are for non-Special Education students. (See Attachment 2-5 for more detail on the TAAS scores.) Priority Schools' levels of mastery were lower than AISD levels and lower than Texas levels. Mastery rates for the grade 3 Spanish TAAS are included in Figure 2-13.

*FIGURE 2-12*
*PERCENT OF STUDENTS MASTERING THE OCTOBER, 1991 TAAS*
*IN PRIORITY SCHOOLS, AISD, AND TEXAS*

| | MATHEMATICS | | | READING | | | WRITING | | | PASSED ALL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| GRADE | PRIORITY SCHOOL | AISD | TEXAS | PRIORITY SCHOOL | AISD | TEXAS | PRIORITY SCHOOL | AISD | TEXAS | PRIORITY SCHOOL | AISD | TEXAS |
| 3 | 78% | 87% | 85% | 67% | 81% | 81% | 53% | 61% | 63% | 45% | 57% | 57% |
| 5 | 35% | 58% | 58% | 39% | 63% | 62% | 61% | 77% | 77% | 25% | 48% | 47% |

*FIGURE 2-13*
*PERCENT OF STUDENTS MASTERING THE OCTOBER, 1991 SPANISH TAAS*
*IN PRIORITY SCHOOLS, AISD, AND TEXAS*

| | MATHEMATICS | | | READING | | | WRITING | | | PASSED ALL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| GRADE | PRIORITY SCHOOL | AISD | TEXAS | PRIORITY SCHOOL | AISD | TEXAS | PRIORITY SCHOOL | AISD | TEXAS | PRIORITY SCHOOL | AISD | TEXAS |
| 3 | 84% | 85% | 72% | 65% | 79% | 56% | 59% | 59% | 42% | 44% | 55% | 33% |

## 2-14. *HOW DID THE PRIORITY SCHOOL STUDENTS PERFORM ON THE TAAS WHEN DISAGGREGATED BY ETHNICITY?*

The TAAS mastery levels by grade, subtest, and ethnicity for Priority School students are presented in Figure 2-14. White students showed the highest mastery percentage across all grades and subject areas, except at grade 5 in writing where African Americans and Hispanics had higher mastery levels. Hispanic students' mastery levels were higher, in general, than African American students' mastery.

*FIGURE 2-14*
*1991-92 PRIORITY SCHOOLS TAAS MASTERY LEVELS BY ETHNICITY*

| GRADE | MATHEMATICS | | | READING | | | WRITING | | | PASSED ALL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | AFR. AMER. | HISPANIC | WHITE | AFR. AMER. | HISPANIC | WHITE | AFR. AMER. | HISPANIC | WHITE | AFR. AMER. | HISPANIC | WHITE |
| 3 | 74% | 80% | 89% | 67% | 67% | 80% | 53% | 53% | 62% | 42% | 46% | 60% |
| 5 | 26% | 42% | 44% | 38% | 39% | 59% | 57% | 64% | 56% | 20% | 28% | 44% |

## 2-15. *HOW DID THE TAAS MASTERY LEVELS OF PRIORITY SCHOOLS STUDENTS DISAGGREGATED BY ETHNICITY COMPARE WITH THE TAAS MASTERY LEVELS OF AISD AND TEXAS STUDENTS DISAGGREGATED BY ETHNICITY?*

The TAAS mastery levels by grade, subtest, and ethnicity for AISD and Texas are presented in Figure 2-15. Unlike the other TAAS data presented, these figures are for all students -- not just non-Special Education students. Using the data in Figure 2-14 to compare the Priority School's data to the State and AISD, the following can be noted. The mastery levels for each ethnicity are very similar in the Priority Schools, in AISD, as a whole, and in the State. The AISD and State figures are generally higher, especially at grade 5. At grade 3 (writing), African Americans and Hispanics had higher mastery levels in the Priority Schools than they did at the District or State level.

*FIGURE 2-15*
*1991-92 AISD AND TEXAS TAAS MASTERY LEVELS BY ETHNICITY*
*(ALL STUDENTS TESTED)*

| GRADE | MATHEMATICS | | | | | | READING | | | | | | WRITING | | | | | | PASSED ALL | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | AFR. AMER. | | HISPANIC | | WHITE | | AFR. AMER. | | HISPANIC | | WHITE | | AFR. AMER. | | HISPANIC | | WHITE | | AFR. AMER. | | HISPANIC | | WHITE | |
| | AISD | TX | AISD | TX | AISD | TX | AISD | TX | AISD | TX | AISD | TX | AISD | TX | AISD | TX | AISD | TX | AISD | TX | AISD | TX | AISD | TX |
| 3 | 72% | 74% | 80% | 77% | 93% | 91% | 68% | 69% | 70% | 71% | 89% | 87% | 49% | 48% | 50% | 51% | 69% | 71% | 40% | 41% | 44% | 44% | 67% | 67% |
| 5 | 30% | 36% | 45% | 43% | 72% | 63% | 41% | 44% | 48% | 47% | 77% | 74% | 59% | 65% | 67% | 67% | 84% | 84% | 22% | 27% | 32% | 32% | 64% | 59% |

## *2-16. WHAT IMPROVEMENT DID EACH OF THE 16 PRIORITY SCHOOLS SHOW ON THE 1991 TAAS AS COMPARED TO 1990 TAAS?*

In 1991, the TAAS percent mastery to achieve passing or mastery was raised to 70% from a 65% level in 1990. In Attachment 2-6, presented are the comparison figures for the Priority Schools' percent mastery in 1990 and 1991, with 1990 levels recalculated at 70%, rather than 65%. Figure 2-16 reflects the campuses with the greatest increases and decreases in TAAS mastery levels from 1990 to 1991.

*FIGURE 2-16*
*PRIORITY SCHOOLS WHICH HAD THE LARGEST CHANGES ON THE TAAS SUBTESTS FROM 1990 TO 1991 (USING 70% MASTERY)*

INCREASES

| GRADE 3 | | GRADE 5 | |
|---|---|---|---|
| Campbell | (writing +39%) | Govalle | (writing +36%) |
| Oak Springs | (mathematics +27%) | Sanchez | (mathematics +23%) |
| Brooke | (writing +25%) | Sanchez | (writing +21%) |
| Sanchez | (mathematics +23%) | Blackshear | (mathematics +20%) |

DECREASES

| GRADE 3 | | GRADE 5 | |
|---|---|---|---|
| Metz | (writing -37%) | Zavala | (mathematics -27%) |
| Becker | (writing -30%) | Allan | (writing -24%) |
| Metz | (reading -28%) | Zavala | (writing -23%) |
| Blackshear | (writing -21%) | Norman | (writing -18%) |

## *2-17. WHICH PRIORITY SCHOOLS HAD THE HIGHEST 1991 TAAS MASTERY?*

**Campbell Elementary showed the strongest TAAS mastery across all grades and test levels.**

Figure 2-17 highlights the four schools with the highest mastery level by grade and subtest. Attachment 2-5 details the TAAS mastery percentages for all Priority Schools.

In all eight areas (Reading, Mathematics, Writing, and Passed All), for grades 3 and 5, Campbell appeared. Sanchez appeared in the list in six of the eight. Blackshear, Brooke, Ortega, and Pecan Springs each appeared four times on the list, indicating strong TAAS mastery levels.

### *FIGURE 2-17*
### *PRIORITY SCHOOLS WITH THE HIGHEST 1991 TAAS MASTERY LEVEL BY GRADE AND SUBTEST*

| GRADE 3 | | GRADE 5 | |
|---|---|---|---|
| MATHEMATICS | | MATHEMATICS | |
| Becker | 92% | Blackshear | 70% |
| Campbell | 92% | Campbell | 70% |
| Pecan Springs | 91% | Govalle | 69% |
| Orgega | 90% | Sanchez | 61% |
| READING | | READING | |
| Allan | 88% | Campbell | 83% |
| Ortega | 83% | Pecan Springs | 58% |
| Brooke | 76% | Brooke | 51% |
| Campbell | 76% | Sanchez | 48% |
| Govalle | 76% | Blackshear | 48% |
| WRITING | | WRITING | |
| Ortega | 81% | Sanchez | 88% |
| Campbell | 68% | Campbell | 80% |
| Sanchez | 67% | Blackshear | 79% |
| Pecan Springs | 64% | Brooke | 77% |
| | | Metz | 77% |
| PASSED ALL | | PASSED ALL | |
| Ortega | 72% | Campbell | 50% |
| Campbell | 57% | Brooke | 39% |
| Sanchez | 55% | Sanchez | 39% |
| Govalle | 54% | Blackshear | 38% |
| Pecan Springs | 54% | | |

### *2-18. WHAT SPECIAL PROGRAMS WERE IN PLACE AT THE PRIORITY SCHOOLS?*

- Chapter 1 Priority Schools: helped fund the reduction of the pupil-teacher ratio (PTR) at 14 of the 16 schools and full-time prekindergarten in all 16, instructional materials, staff development, instructional supervision

- State Compensatory Education (SCE): funded the lowering of the PTR at two Priority Schools and provided most of the other special resources for the Priority Schools

- Transitional Bilingual Education/ LEP-BIL: program for limited-English-proficient (LEP) students with a Spanish or Vietnamese home language

- LEP-LAMP (Language Arts Mastery Program): language arts program for LEP students whose language dominance was determined to be C, D, or E prior to June, 1989
- English as a Second Language (ESL): program for LEP students not in bilingual education
- Special Education: program for students with handicaps or disabilities who need special assistance beyond that provided through the regular education program
- Teach and Reach: program will install CCC-IBM lab at Winn, CCC-Mac lab at Norman, CCC-Mac lab at Oak Springs, and IBM Writing to Write (WTW) lab at Blackshear
- Chapter 2 Formula: federal funding that funded Writing to Read at Blackshear and bought library resources for all Priority Schools
- Chapter 1: federal funding that operates and maintains computer laboratories at Becker, Brooke, Blackshear, Norman, Oak Springs, Sims, and Zavala
- Chapter 1: funded the Acceleration Station 2000 computer system (a teacher computer work station) at Sanchez and an aide who coordinated the HOSTS mentoring laboratory at Ortega
- AIM High: the gifted and talented program implemented in all 16 Priority Schools

### *2-19. HOW MANY LIMITED-ENGLISH-PROFICIENT (LEP) STUDENTS WERE ENROLLED IN THE PRIORITY SCHOOLS DURING THE 1991-92 SCHOOL YEAR?*

A total of 1,603 LEP students were enrolled in the Priority Schools during 1991-92. This was 34.7% of the elementary total.

### Limited English Proficient (LEP) Student File

A total of 1,603 LEP students were at the Priority Schools during the official October count for the 1991-92 school year. Figure 2-18 presents the number of students by grade and by language dominance. The concentration of students is at the lower grade levels. There were 3,019 LEP students at the other elementary schools. The end-of-school membership for the Priority Schools was 7,557 or 19.8% of the elementary total (38,209). This indicates their LEP counts are higher than average for AISD.

## *FIGURE 2-18*
## *NUMBER OF LEP STUDENTS, BY GRADE AND DOMINANCE AT THE PRIORITY SCHOOLS*

|  | DOMINANCE |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|
|  | A | AL | B | C | D | E | EL | TOTAL |
| Grade |  |  |  |  |  |  |  |  |
| EC | 6 | 0 | 10 | 0 | 0 | 0 | 0 | 16 |
| Pre-K | 111 | 0 | 66 | 0 | 25 | 0 | 0 | 202 |
| K | 126 | 0 | 57 | 2 | 46 | 0 | 0 | 231 |
| 1 | 97 | 5 | 50 | 2 | 31 | 4 | 3 | 192 |
| 2 | 56 | 63 | 55 | 6 | 31 | 12 | 40 | 263 |
| 3 | 61 | 40 | 35 | 17 | 42 | 17 | 38 | 250 |
| 4 | 54 | 16 | 26 | 40 | 34 | 30 | 15 | 215 |
| 5 | 24 | 2 | 36 | 52 | 28 | 22 | 12 | 176 |
| 6 | 9 | 1 | 13 | 16 | 13 | 6 | 0 | 58 |
| Priority Schools Total | 544 | 127 | 348 | 135 | 250 | 91 | 108 | 1,603 |
| Other Elementary Schools Total | 1,367 | 174 | 755 | 223 | 334 | 78 | 88 | 3,019 |
| Total Elementary | 1,911 | 301 | 1,103 | 358 | 584 | 169 | 196 | 4,622 |

A = other than English monolingual
AL = other than English monolingual, but limited in that language
B = other than English dominant
C = bilingual, English and another language
D = English dominant
E = English monolingual
EL = English monolingual, but limited in English

## *2-20. HOW MANY SPECIAL EDUCATION STUDENTS, BY HANDICAPPING CONDITIONS, WERE SERVED AT EACH OF THE PRIORITY SCHOOLS?*

In 1991-92, a total of 1,016 students received special education services at the Priority Schools. This was 22% of the total number of elementary students in AISD receiving special education services.

The number of elementary special education students served at each Priority School is shown in Figure 2-19. The most frequent handicapping conditions were language/learning disabled and speech handicapped.

### *FIGURE 2-19*
### *SPECIAL EDUCATION COUNTS BY HANDICAPPING CONDITION, 1991-92*

| SCHOOL | AH | AU | ED | LD | MH | MR | OH | OI | SH | VH | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Allan | 0 | 0 | 3 | 14 | 3 | 2 | 4 | 3 | 77 | 0 | 106 |
| Allison | 0 | 0 | 1 | 30 | 0 | 1 | 0 | 1 | 40 | 0 | 73 |
| Becker | 0 | 0 | 1 | 33 | 3 | 5 | 0 | 2 | 31 | 1 | 76 |
| Blackshear | 0 | 0 | 13 | 24 | 0 | 2 | 0 | 1 | 13 | 0 | 53 |
| Brooke | 0 | 0 | 7 | 38 | 0 | 2 | 0 | 1 | 45 | 0 | 93 |
| Campbell | 0 | 0 | 4 | 21 | 0 | 0 | 0 | 0 | 13 | 0 | 38 |
| Govalle | 0 | 0 | 3 | 21 | 0 | 1 | 1 | 1 | 59 | 0 | 86 |
| Metz | 0 | 0 | 6 | 20 | 0 | 0 | 0 | 0 | 11 | 0 | 37 |
| Norman | 0 | 0 | 4 | 9 | 0 | 1 | 0 | 0 | 10 | 0 | 24 |
| Oak Spgs. | 0 | 0 | 5 | 19 | 0 | 2 | 0 | 1 | 26 | 0 | 53 |
| Ortega | 0 | 0 | 37 | 16 | 0 | 14 | 1 | 2 | 20 | 0 | 90 |
| Pecan Spgs. | 0 | 0 | 3 | 15 | 3 | 8 | 0 | 1 | 25 | 0 | 55 |
| Sanchez | 0 | 0 | 3 | 56 | 0 | 0 | 0 | 1 | 20 | 1 | 81 |
| Sims | 0 | 0 | 2 | 13 | 0 | 0 | 1 | 0 | 32 | 0 | 48 |
| Winn | 0 | 0 | 9 | 24 | 0 | 3 | 1 | 0 | 23 | 0 | 60 |
| Zavala | 0 | 0 | 2 | 22 | 0 | 1 | 0 | 0 | 18 | 0 | 43 |
| Priority Schools Total | 0 | 0 | 103 | 375 | 9 | 42 | 8 | 14 | 463 | 2 | 1,016 (22%) |
| Other Elementary Schools Total | 76 | 12 | 460 | 1,289 | 70 | 125 | 55 | 123 | 1,297 | 31 | 3,538 (78%) |
| Elementary Total | 76 | 12 | 563 | 1,664 | 79 | 167 | 63 | 137 | 1,760 | 33 | 4,554 |

AH - Auditorially Handicapped

AU - Autistic Handicapped

ED - Emotionally Disturbed

LD - Language/Learning Disabled

MH - Multi-Handicapped

MR - Mental Retardation

OH - Orthopedically Handicapped

OI - Other Health Impaired

SH - Speech Handicapped

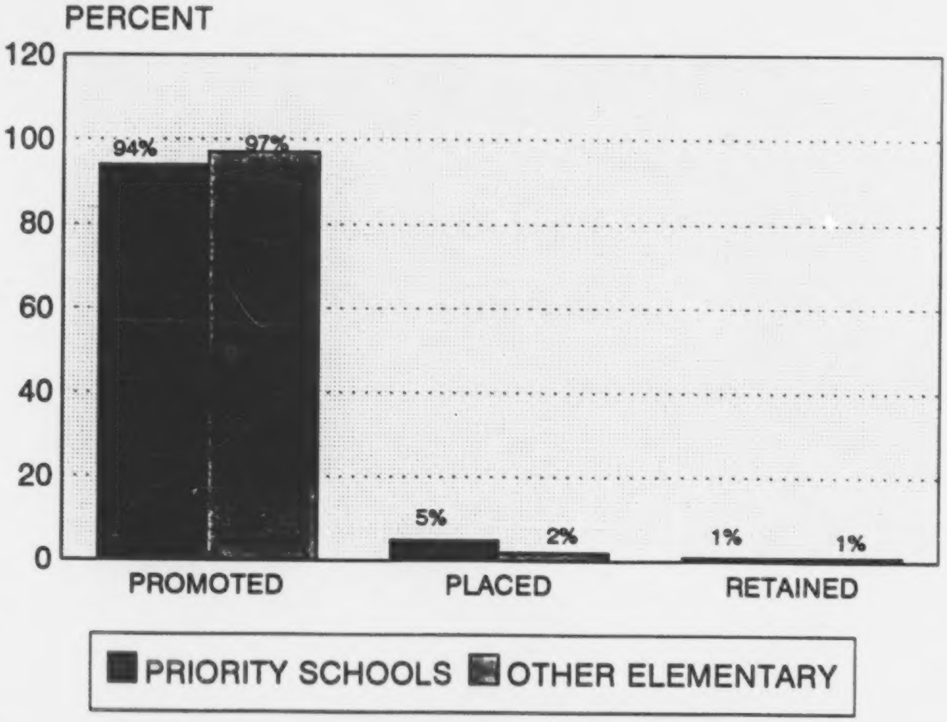
VH - Visually Handicapped

### *2-21. WHAT WERE THE PROMOTION/RETENTION/PLACEMENT RATES FOR EACH OF THE PRIORITY SCHOOLS? HOW DID THIS COMPARE WITH THE OTHER AISD ELEMENTARY SCHOOLS?*

The Priority Schools overall had more recommended placements (5% vs. 2%) than did the other elementary schools, but the same percentage of retentions (1%) as did the other elementary schools. These comparisons are illustrated in Figure 2-20.

Of the Priority Schools, Becker and Zavala had the lowest percentage promoted (90%). Zavala had the highest percent of placed students (9%). Becker and Campbell had the highest retention rates for Priority Schools, with 2% of their grades K-5 students recommended for retention. As in 1990-91, the highest percents of Priority School students placed (11%) or retained (2%) were at grade 1. The percents of recommended promotions, retentions, and placements for each of the Priority Schools as well as comparison percents for other elementary schools are shown in Attachment 2-7.

*FIGURE 2-20*
*NUMBER OF RECOMMENDED PROMOTIONS, PLACEMENTS, AND RETENTIONS FOR PRIORITY SCHOOLS AND THE OTHER ELEMENTARY SCHOOLS, SUMMER, 1992*



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## *2-22. HOW MANY PRIORITY SCHOOL STUDENTS PARTICIPATED IN GIFTED AND TALENTED PROGRAMS IN 1991-92?*

### *Gifted/Talented File*

By accessing the District's Gifted/Talented File, the numbers in Figure 2-21 were obtained, as were those for the other AISD elementary schools. Figures for 1987-88, 1988-89, 1989-90, and 1991-92 are also included for comparison purposes. Of the Gifted/Talented students served at the elementary level, 12 percent were served at the Priority Schools. During the five year period, the percentage of students served in the Gifted/Talented Program has remained between 11 and 12 percent. Winn identified the most students (70), while Oak Springs identified the fewest (10).

On the average, Priority School campuses identified 28 gifted/talented students and the other elementaries averaged 82 students. The Priority Schools are generally smaller than are the other elementary schools. Another way to examine this is to compare the percent of the served students to the number enrolled. Of the 38,209 elementary students, 7,557 (19.8%) are at Priority Schools. In 1987, 442 (10.8%) of gifted students were at Priority Schools. There were 454 (11.6%) gifted students served in 1992 in the Priority Schools.

*FIGURE 2-21*
*PRIORITY SCHOOL AIM HIGH COUNTS, 1991-92*

| SCHOOL | 1987-88 | 1988-89 | 1989-90 | 1990-91 | 1991-92 |
|---|---|---|---|---|---|
| Allan | 11 | 39 | 31 | 29 | 19 |
| Allison | 34 | 95 | 72 | 62 | 36 |
| Becker | 16 | 8 | 38 | 38 | 27 |
| Blackshear | 38 | 42 | 33 | 23 | 29 |
| Brooke | 3 | 23 | 25 | 20 | 13 |
| Campbell | 8 | 12 | 18 | 15 | 23 |
| Govalle | 42 | 41 | 39 | 38 | 25 |
| Metz | 17 | 40 | 48 | 34 | 39 |
| Norman | 39 | 37 | 46 | 32 | 15 |
| Oak Springs | 15 | 21 | 20 | 18 | 10 |
| Ortega | 10 | 15 | 13 | 10 | 13 |
| Pecan Springs | 71 | 58 | 46 | 35 | 25 |
| Sanchez | 39 | 59 | 50 | 48 | 57 |
| Sims | 34 | 43 | 36 | 40 | 35 |
| Winn | 48 | 16 | 42 | 70 | 70 |
| Zavala | 17 | 27 | 24 | 26 | 18 |

| TOTALS | | Average/ Campus | | Average/ Campus | | Average/ Campus | | Average/ Campus | |
|---|---|---|---|---|---|---|---|---|---|
| Priority Schools | 442 | 28 | 576 | 36 | 581 | 36 | 538 | 34 | 454 |
| Other Elementaries | 3,658 | 78 | 4,547 | 95 | 4,451 | 93 | 4,341 | 90 | 3,468 |
| Elementary Total | 4,100 | 65 | 5,123 | 80 | 5,032 | 79 | 4,879 | 76 | 3,922 |

## 2-23. *WHAT WERE THE STUDENT ATTENDANCE RATES FOR THE PRIORITY SCHOOLS?*

In Figure 2-22, student attendance rates are presented for 1991-92 for the 16 Priority Schools and AISD elementaries as a whole. Comparison figures are given for 1989-90, 1988-89, 1987-88, and 1986-87 (reconfigured into 1987-88 boundaries).

From 1990-91 to 1991-92, the Priority Schools percent attendance increased .1% and the District elementary rate remained the same. From 1986-87 to 1991-92, the Priority Schools rate increased .9% while the District elementary rate increased .5%.

## FIGURE 2-22
## PERCENT OF STUDENT ATTENDANCE FOR 1986-87 THROUGH 1991-92, BY SCHOOL

| SCHOOL | 1986-87 | 1987-88 | 1988-89 | 1989-90 | 1990-91 | 1991-92 |
|---|---|---|---|---|---|---|
| Allan | 94.6% | 95.0% | 94.2% | 95.1% | 95.3% | 95.4% |
| Allison | 95.0% | 95.0% | 95.3% | 95.7% | 94.6% | 95.4% |
| Becker | 94.3% | 94.4% | 95.4% | 96.5% | 96.2% | 95.2% |
| Blackshear | 93.5% | 94.4% | 94.5% | 94.7% | 94.5% | 94.8% |
| Brooke | 94.3% | 94.3% | 94.6% | 96.1% | 95.9% | 95.3% |
| Campbell | 95.4% | 95.8% | 94.7% | 95.4% | 95.7% | 95.1% |
| Govalle | 94.4% | 94.5% | 94.3% | 95.6% | 95.1% | 94.9% |
| Metz | 95.7% | 96.5% | 97.2% | 96.9% | 96.7% | 97.3% |
| Norman | 95.5% | 95.5% | 95.5% | 95.9% | 95.6% | 95.0% |
| Oak Springs | 93.2% | 94.4% | 95.2% | 94.8% | 94.0% | 94.6% |
| Ortega | 94.6% | 95.8% | 95.9% | 96.9% | 96.6% | 96.0% |
| Pecan Springs | 95.2% | 95.9% | 94.8% | 95.3% | 94.9% | 95.3% |
| Sanchez | 95.6% | 95.6% | 95.7% | 95.9% | 95.6% | 95.6% |
| Sims | 95.4% | 95.4% | 95.7% | 94.6% | 94.6% | 95.1% |
| Winn | 94.1% | 95.2% | 95.3% | 95.5% | 95.9% | 95.7% |
| Zavala | 93.4% | 94.5% | 95.4% | 95.4% | 95.5% | 96.2% |
| Priority Schools | 94.6% | 95.1% | 95.2% | 95.6% | 95.4% | 95.5% |
| All AISD Elmentary | 95.3% | 95.3% | 95.1% | 95.9% | 95.8% | 95.8% |

| NUMBER (PERCENT) OF SCHOOLS | | | |
|---|---|---|---|
| | UP | SAME | DOWN |
| FROM 1987 TO 1988 | 11 (69%) | 5 (31%) | 0 ( 0%) |
| FROM 1988 TO 1989 | 10 (63%) | 1 ( 6%) | 5 (31%) |
| FROM 1987 TO 1989 | 10 (63%) | 1 ( 6%) | 5 (31%) |
| FROM 1989 TO 1990 | 12 (75%) | 1 ( 6%) | 3 [illegible] |
| FROM 1987 TO 1990 | 14 (88%) | 1 ( 6%) | 1 ( 6%) |
| FROM 1990 TO 1991 | 4 (25%) | 1 ( 6%) | 11 (69%) |
| FROM 1987 TO 1991 | 12 (75%) | 1 ( 6%) | 3 (19%) |
| FROM 1991 TO 1992 | 8 (50%) | 2 (13%) | 6 (37%) |
| FROM 1987 TO 1992 | 12 (75%) | 1 ( 6%) | 3 (19%) |

### *2-24. HOW DID PRIORITY SCHOOLS STUDENT ATTENDANCE RATES FOR 1991-92 COMPARE WITH THE ATTENDANCE RATES FOR THESE SAME STUDENTS IN 1990-91?*

*Attendance File*

In order to determine if Priority Schools student attendance rates had changed from 1990-91 to 1991-92, the attendance rates for students who were in Priority Schools for both 1990-91 and 1991-92 were examined by campus. In eight of the 16 schools, students' rates of attendance increased; in two schools there was no change; in six schools students' rates of attendance decreased. By comparison, during the 1990-91 school year students' rates of attendance increased in six of the 16 schools; in four schools there was no change; in six the rates of attendance decreased.

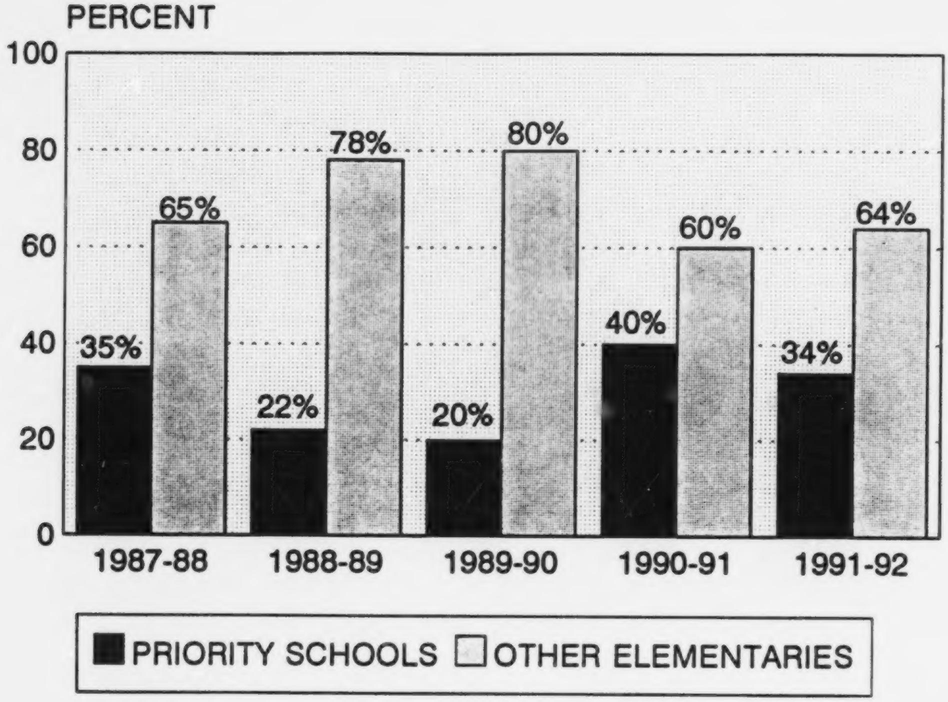
### *2-25. WHAT DISCIPLINE INCIDENCES WERE PROCESSED AT THE PRIORITY SCHOOLS?*

Of the reported discipline incidents for all elementary students in 1991-92, 36% were from the Priority Schools, down from 40% in 1990-91, up from 20% in 1989-90, 22% in 1988-89, and 35% in 1987-88. The number of removals to an alternative education program (AEP) increased from 1 to 5, but corporal punishment decreased from 79 to 8 incidents and suspension increased from 12 to 24 incidents.

While Priority Schools make up 25% of the AISD elementary schools, 36% of the discipline incidents occurred on Priority School campuses. It should be noted however, that 12 of the 16 Priority Schools had no discipline incidents reported during 1991-92.

See Attachment 2-8 for the processed discipline incidents by school and by type for 1987-88, 1989-90, 1990-91, and 1991-92. In Figure 2-23, the percent of discipline incidents for Priority Schools and other elementaries are presented.

*FIGURE 2-23*
*PERCENT OF DISCIPLINE INCIDENTS IN PRIORITY SCHOOLS AND OTHER ELEMENTARY SCHOOLS, 1991-92*



## 2-26. *HOW DID THE PROCESSED DISCIPLINE INCIDENTS COMPARE FOR 1991-92 AND 1990-91 FOR STUDENTS IN THE PRIORITY SCHOOLS BOTH YEARS?*

### *Discipline File*

The 1990-91 and 1991-92 Discipline files were accessed to examine discipline incidents for students who were in the Priority Schools both years. For 1990-91, 60 of these students had discipline incidents processed. In 1991-91, 29 of the students had discipline incidents processed. Of these students, five had incidents processed in both 1990-91 and in 1991-92.

## *2-27. HOW DID PRINCIPALS WORK WITH THEIR STAFFS TO EMPHASIZE AND FOCUS ON MAINTAINING THEIR ACHIEVEMENT GAINS IN THE FIFTH YEAR?*

### *Principal Interview*

When principals were asked how they worked with their staffs to emphasize and focus on maintaining achievement gains in the fifth year, the following activities were mentioned most often.

- Worked with teachers through staff development in various subject areas of need reported by (13 or 82%)
- Focused on TAAS objectives by encouraging after-school tutoring for TAAS, charting progress on NAPT and TAAS, and practicing wholistic writing (8 or 50%)
- Worked with teachers on more effective planning by grade levels, as well as across grade levels (7 or 44%)
- Worked with staff to provide tutoring before and after school, monitoring of student progress, and motivational speakers (6 or 38%)
- Met with teachers, both individually and in a group, to discuss ideas for improving student learning (6 or 38%)
- Provided extra help to students during summer school (5 or 31%)
- Attended Region XIII workshops on TAAS mastery (4 or 25%)

### *Teacher Survey*

In the spring 1992 employee survey, Priority School teachers were asked if they were confident that their students would show continued improvement in their achievement. Almost three quarters (72.6%) of the teachers responding agreed with this item, while only 4.2% disagreed.

## *2-28. WHAT PERCENT OF THE DAY DID TEACHERS USE WHOLE CLASS INSTRUCTION? HETEROGENEOUS GROUPING? DIRECT TEACHING?*

The Plan for Educational Excellence encouraged the use of whole class instruction, heterogeneous grouping, and direct teaching. Did these occur?

### *Teacher Survey*

During the spring 1992 employee survey, Priority School teachers were surveyed concerning what percent of the school day they used whole class instruction, heterogeneous grouping, and direct teach. Their responses are summarized in Figure 2-24. In general, the majority of teachers reported using whole class instruction, heterogeneous grouping, and direct teaching for most (81-100%) of the day.

## FIGURE 2-24
## SUMMARY OF INSTRUCTIONAL DAY ORGANIZATION, 1991-92

| METHOD | PERCENT OF SCHOOL DAY | | | | |
|---|---|---|---|---|---|
| | 91-100% | 81-90% | 71-80% | 61-70% | 60% OR LESS |
| WHOLE CLASS INSTRUCTION<br>(n = 219) | 31.5%<br>69 | 26.5%<br>58 | 16.4%<br>36 | 10.0%<br>22 | 15.5%<br>34 |
| HETEROGENEOUS GROUPING<br>(n = 220 | 64.5%<br>142 | 12.7%<br>28 | 9.1%<br>20 | 5.5%<br>12 | 8.2%<br>18 |
| DIRECT TEACH<br>(n = 248) | 33.1%<br>82 | 21.4%<br>53 | 21.8%<br>54 | 10.9%<br>27 | 12.9%<br>32 |

## 2-29. HOW OFTEN DID REGROUPING OCCUR?

A Plan for Educational Excellence specified that regrouping of students should be kept to a minimum, in order to encourage whole class instruction and heterogeneous grouping. When teachers were interviewed during the 1987-88 school year, they rarely reported regrouping in any of the subject areas (6% or less of the teachers regrouped in each of the subject areas). However, when surveyed during the 1989-90 school year, most (83.4%) of the teachers reported regrouping at least once a day. In 1990-91, most (82.3%) of the teachers reported regrouping once (17.7% of those regrouping), twice (31.5%), or three or more times (33.1%) during the instructional day. The 1991-92 teacher survey showed most (83.1%) of the teachers reported regrouping once (26.2%) of those regrouping, twice (29.1%), or three or more times (27.8%) during the instructional day. It is unclear if this dramatic increase in the use of regrouping is because of a decrease in the use of whole class instruction and heterogeneous grouping since the 1987-88 school year, or in a difference in the way people respond to direct interview questions versus anonymous surveys.

## 2-30. HOW WAS THE LANGUAGE ARTS MASTERY PROGRAM (LAMP) IMPLEMENTED?

### Teacher Survey

According to spring, 1992, teacher survey results, more than a fourth (31.9%) of the teachers in the schools implementing the LAMP (the 16 Priority Schools, Andrews, Blanton, Dawson, Galindo, Harris, Maplewood, and Widen) were using the LAMP model for reading/language arts instruction, with some modification (down from 39.0% in 1991). A fourth of the teachers, were using the LAMP model most (6.6%) or all (12.0%) of the time, but about half (49.5%) did not use it at all.

When asked if the staff development they received had been adequate to implement the LAMP, about a third (35.7%) of the teachers agreed, less than half (41.5%) were neutral, and about a quarter (22.8%) of those responding did not believe the staff development was adequate.

Teachers surveyed were also asked which of the four components of the LAMP had been the most challenging to implement. Results to this item are shown below.

- Teaching on each student's instructional level (25.6%)
- Teaching on-grade level reading/language arts (27.5%)
- Teaching tutorials or individualized instruction (28.9%)
- Teaching on-grade level oral basal reading (18.0%)

When asked if the videos showing teaching sequences were a helpful tool, 27.3% of the teachers agreed, while 14.3% disagreed. However, over half (58.4%) of the teachers were neutral about the helpfulness of the videos.

## *2-31. WAS THERE EVIDENCE OF PROGRAM EFFECTIVENESS?*

### *Teacher Survey*

In the spring 1992 employee survey, when asked how effective instruction using LAMP was, compared to instruction in previous years, less than a quarter (17.7%) of the teachers responding said it was more effective, while 16.4% said it was about the same. Only 5.1% said it was less effective. The spring 1991 employee survey reported higher agreement with a quarter (24.8%) of the teachers responding it was more effective, while 20.3% said it was about the same. In 1991, only 5.1% said it was less effective.

Teachers surveyed were also asked how LAMP could be more effective. Of the 333 teachers responding, less than a fourth (17.4%) said that the program should be continued as is. The percentage of responses by teachers suggesting improvements are listed below.

- See videotapes of teachers modeling the process (12.9%)
- Visit other schools with LAMP (8.4%)
- Modify program structure (17.4%)
- Provide more materials (14.1%)
- Provide more training (14.1%)
- Revise materials (15.6%)

## 2-32. *HOW WAS ON-GRADE LEVEL INSTRUCTION IMPLEMENTED AT EACH SCHOOL?*

During the 1987-88 school year, 12 of the 16 Priority Schools tried on-grade level instruction in some form. In two schools it was utilized in only a class or two, but the other ten schools adopted it at one or more grade levels. During the 1988-89 school year, most (81.7%) of the Priority School teachers surveyed reported using on-grade level instruction. During 1989-1990, most (81.8%) of these teachers said they had used this approach in four subject areas: reading/language arts, science, social studies, and mathematics. Teachers surveyed during 1990-91 reported most (77.8%) used on-grade level instruction in the four subject areas. The remaining teachers used on-grade level instruction in one or more of the following areas: reading/language arts (15.4%), science (11.7%), social studies (9.3%), or mathematics (14.8%). Teachers surveyed during 1991-92 reported most (80%) used on-grade level instruction in reading/language arts, science, social studies, and mathematics. The remaining teachers used on-grade level instruction in one or more of the following areas: reading/language arts (18.3%), science (13.3%), social studies (12.8%), or mathematics (15.6%).

The majority (85.8%) of the teachers completing the survey reported using on-grade level instruction daily. The other teachers said they used this approach weekly (6.3%), monthly (1.7%), or only a few times (2.8%). Only six teachers (3.4%) had never used on-grade level instruction.

## 2-33. *WHAT WERE THE CRITERIA FOR COMPUTER SERVICE?*

The Priority Schools placed no special criteria for participation in the computer-assisted laboratories. (As designed, only kindergarten and first grade students participate in the Writing to Read program). See Figure 2-25 for a listing of CAI schools and the type of laboratories in operation.

### *Figure 2-25*
### *COMPUTER-ASSISTED INSTRUCTION SCHOOLS, LABORATORY TYPE, GRADE SERVED, MINUTES SERVED AND DAYS SERVED, 1991-92*

| Campus | Lab Type | Grade Served | Minutes Served | Days Served Per week |
|---|---|---|---|---|
| Becker | Prescription Learning | EC-1<br>2 & 4<br>3 & 5 | 30<br>40<br>45 | 1<br>2<br>2 |
| Brooke | WTR | K & 1 | 45 | 5 |
| Blackshear | WTR | K<br>1 | 60<br>45 | 5<br>* |
| Norman | WTR | K<br>1 | 50<br>60 | **5<br>**5 |
| Oak Springs | WTR | K<br>1 | 45<br>45 | 1<br>5 |
| Sims | WTR | K & 1 | 45 | 5 |
| Zavala | Prescription Learning | 2<br>3 | 45<br>45 | 5<br>*5 |

* every other day rotation
** for one semester

### 2-34. WHAT OTHER SPECIAL PROGRAMS/LABS OPERATE AT THE PRIORITY SCHOOL CAMPUSES?

Special programs operate at four of the Priority School campuses. At Becker, special education students are served in a Prescription Learning class designed to teach keyboarding and word processing skills. The class helps students type the letters that they often have difficulty writing on paper. Special education students learn to type papers that are easier to read and grade.

Oak Springs school has introduced a "Museum" of student work done at the Oak Springs and Rice campuses. Students of both schools are invited to show their best art, literature, science or computer projects. Once a work is selected, it is displayed on shelves and tables arranged attractively for classes, parents, and others to view.

Sims school features a "Student of the Week" as a behavior incentive in each computer class. The chosen student has the honor of wearing a white lab coat and is the teacher's helper for the week. The Sims computer lab also holds an Open House for parents to visit while students are at work. The Open House concept has been successful at sharing how the students are becoming computer literate.

Zavala school offers a before school as well as an after school computer lab. A mixture of all grade levels is welcome in the lab for additional lab work. For students not scheduled for computer lab classes, the additional hours of lab time gives all students an opportunity to work on the computers and enhance their academic skills.

### 2-35. HOW DID PRIORITY SCHOOL KINDERGARTEN STUDENTS PERFORM ON THE BOEHM-REVISED?

All Chapter 1 funded Schoolwide Projects (all the Priority Schools except Winn, Andrews, and Walnut Creek) were required to have a pretest to identify Chapter 1 eligible students and a posttest score to measure the effectiveness of the Chapter 1 Schoolwide Project kindergarten program. The Boehm Test of Basic Concepts-Revised version was chosen because of its psychometric qualities and its appropriateness for kindergarten students. It has two parallel forms and both fall and spring norms. It was normed on a broad sample of children in 1983.

The administration and scoring of the test were conducted by the prekindergarten teachers in November of 1991 (pretest) and May of 1992 (posttest). These times matched the norming periods. There are two equivalent forms of the test, Form C and Form D, and they were given pre- and posttest, respectively. Teachers handscored the tests and were provided with appropriate raw score to percentile conversion tables. The test and directions were provided in both English and Spanish in order that, at teachers' option, the test could be administered in the language they deemed the most appropriate.

Figure 2-26 presents the median pre- and posttest percentiles for each school and for all schools tested. Overall, the schools showed improvement from pre- to posttesting. Eleven of the 17

(65%) showed improvement, while growth at Becker, Campbell, Allan, and Zavala was especially strong. All schools were below the national norm of the 50th percentile on the pretest.

***FIGURE 2-26***
***BOEHM TEST OF BASIC CONCEPTS - REVISED***

| School | Pretest | Posttest | Improved |
|---|---|---|---|
| Allison | 25 | 20 | no |
| Andrews | 25 | 30 | yes |
| Becker | 30 | 70 | yes |
| Blackshear | 25 | 30 | yes |
| Brooke | 20 | 28 | yes |
| Campbell | 35 | 80 | yes |
| Govalle | 25 | 35 | yes |
| Metz | 35 | 30 | no |
| Oak Springs | 40 | 45 | yes |
| Ortega | 23 | 30 | yes |
| Sanchez | 20 | 20 | no |
| Pecan Springs | 48 | 35 | no |
| Sims | 28 | 20 | no |
| Walnut Creek | 35 | 45 | yes |
| Allan | 28 | 50 | yes |
| Zavala | 25 | 70 | yes |
| Norman | 38 | 35 | no |
| All Schools | 30 | 35 | yes |

## *3: FULL-DAY PREKINDERGARTEN*

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## ◆ 3 Full-Day Prekindergarten

*Full-day pre-K provides additional instructional time for educationally disadvantaged four-year-olds who are either limited-English-proficient students or low income. The focus is increasing language, concept, personal, and social development.*

The prekindergarten program served 2,611 students over the 1991-92 school year. For the first year the Bracken Basic Concept Scale was given pre- and posttest to a large (61%) sample of the prekindergarten students to measure program effectiveness. Overall, students showed losses from pre- to postttest with bilingual students showing the greatest losses. There are many concerns about this assessment that make its validity questionable.

This section focuses on the AISD Prekindergarten Program as a whole.

### *3-1. WHAT WAS THE 1991-92 PREKINDERGARTEN PROGRAM?*

The District implemented the State-mandated half-day Prekindergarten Program for all students who were LEP or low income. At the 16 Priority Schools and 9 other Chapter 1 campuses, Chapter 1 funded the second half of the day, creating a full-day program. At Travis Heights and Blanton, a full-day program was funded out of Chapter 2 Formula funds. At 18 other elementaries, the State-required half-day program was implemented.

In Figure 3-1, some comparison figures are given for the Prekindergarten Program from 1986-87 to 1991-92.

*FIGURE 3-1*
*COMPARISONS OF 1986-87 THROUGH 1991-92*
*AISD PREKINDERGARTEN PROGRAM*

| VARIABLE | 1986-87 | 1987-88 | 1988-89 | 1989-90 | 1990-91 | 1991-92 |
|---|---|---|---|---|---|---|
| Number of Full-Day Classes | 0 | 76 | 83 | 89 | 89 | 98 |
| Number of Half-Day Classes | 84 | 36 | 44 | 60 | 60 | 66 |
| Number of Teachers | 42 | 94 | 105 | 111 | 119 | 131 |
| Number of Students Served Because of Low Income | 1,081 | 1,352 | 1,541 | 1,692 | 1,735 | 1,857 |
| Number of Students Served Because of LEP | 435 | 553 | 597 | 536 | 669 | 754 |
| Number of Half-Day Students | 1,516 | 603 | 757 | 907 | 586 | 944 |
| Number of Full-Day Students | 0 | 1,302 | 1,381 | 1,321 | 1,793 | 1,667 |
| Number of Students--Total (Cumulative Across Year) | 1,516 | 1,905 | 2,138 | 2,228 | 2,404 | 2,611 |
| October Pre-K Membership Counts | 1,250 | 1,613 | 1,864 | 1,856 | 2,060 | 2,239 |

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### *3-2. WHAT ARE THE DEMOGRAPHICS OF THE PREKINDERGARTEN STUDENTS?*

Figure 3-2 shows that 49% of the students were female and 51% were male.

As can be noted from Figure 3-3, Hispanics (57%) made up the largest ethnic group served, followed by African Americans (26%), Others (14%), and Asians (3%).

*FIGURE 3-2*

SEX
1991-92 Prekindergarten

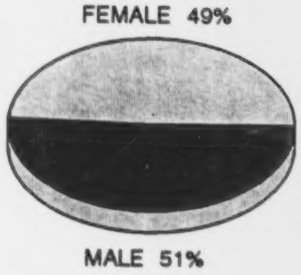
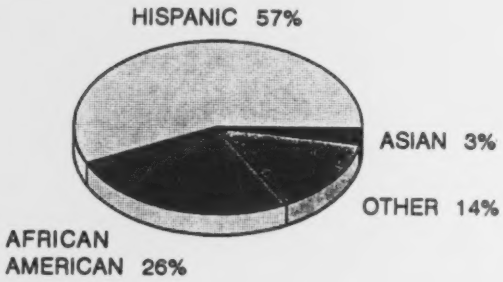


*FIGURE 3-3*

ETHNICITY
1991-92 Prekindergarten



## *3-3. HOW MANY PREKINDERGARTEN STUDENTS WERE SERVED AT EACH CAMPUS?*

*Attendance File*

In Figure 3-4 the campuses are listed that had prekindergarten classes and the number of students served at each campus. The number served varied from 108 at Andrews to 19 at Maplewood.

### *FIGURE 3-4*
### *NUMBER OF 1991-92 PRE-K STUDENTS SERVED BY EACH CAMPUS WITH A PRE-K PROGRAM*

| CAMPUS | # OF STUDENTS | # OF CLASSES | CAMPUS | # OF STUDENTS | # OF CLASSES |
|---|---|---|---|---|---|
| Allan | (F) 61 | 4 | Metz | (F) 44 | 3 |
| Allison | (F) 57 | 4 | Norman | (F) 43 | 3 |
| Andrews | (F) 108 | 5 | Oak Springs | (F) 62 | 4 |
| Barrington | (H)* 51 | 4 | Odom | (H)* 57 | 4 |
| Becker | (F) 49 | 3 | Ortega | (F) 34 | 3 |
| Blackshear | (F) 58 | 3 | Palm | (H)* 38 | 4 |
| Blanton | (F) 48 | 3 | Pecan Springs | (F) 40 | 3 |
| Brooke | (F) 47 | 3 | Pillow | (H)* 52 | 4 |
| Brown | (F) 58 | 4 | Pleasant Hill | (H)* 66 | 4 |
| Campbell | (F) 46 | 2 | Reilly | (H)* 60 | 4 |
| Casis | (H)* 27 | 2 | Ridgetop | (F) 34 | 2 |
| Cook | (H)* 64 | 4 | St. Elmo | (H)* 60 | 4 |
| Dawson | (F) 42 | 2 | Sanchez | (F) 43 | 3 |
| Galindo | (H)* 71 | 4 | Sims | (F) 34 | 2 |
| Govalle | (F) 93 | 6 | Sunset Valley | (H)* 51 | 4 |
| Graham | (H)* 27 | 2 | Travis Heights | (F) 76 | 4 |
| Harris | (F) 70 | 4 | Walnut Creek | (F) 72 | 4 |
| Houston | (F)* 90 | 5 | Widen | (H)* 72 | 4 |
| Joslin | (H)* 59 | 4 | Winn | (F) 102 | 6 |
| Langford | (H)* 66 | 4 | Wooldridge | (H)* 75 | 4 |
| Linder | (F) 94 | 5 | Wooten | (F) 70 | 4 |
| Maplewood | (H)* 19 | 2 | Zavala | (F) 56 | 4 |
| Mathews | (H)* 63 | 4 | | | |

F = Full-Day H = Half-Day

* Note: Half-day teachers teach two half-day classes.

## *3-4. DID PREKINDERGARTEN STUDENTS MAKE ACHIEVEMENT GAINS?*

### *Bracken Basic Concept Scale (BBCS)*

In order to measure whether or not students had made achievement gains, the BBCS was given to a large sample of prekindergarten students. A random-order listing of students in each prekindergarten class was prepared. Testers started testing with the first child on the list and tested as many students as time permitted. Most of the students in each class were tested. In all, 1,583 students had valid pre- and posttest scores.

The BBCS was individually administered by a trained tester to each student. Where possible, the same tester did both the pre- and posttesting of the same class. This test measures basic concept development. Students respond to a verbal stem given by the tester and selected one picture from a series of pictures by pointing. No verbal or written response is required of students.

This was the first year the BBCS was given. For the previous 12 years, the Peabody Picture Vocabulary Test or its Revised version was administered to evaluate the effectiveness of the prekindergarten program. In 1987, a Spanish version of the Peabody (TVIP) was available and was given to Hispanic LEP A and B students in addition to the English PPVT-R. This occured in 1987-88 through 1990-91. The PPVT-R measures receptive vocabulary while the BBCS measures basic concept development.

Although there was no Spanish version of the BBCS, bilingual testers were used to test Hispanic LEP A and B students. The testers spoke to them in Spanish and established rapport before switching to the test directions, given only in English.

Students were pretested in September of 1991 and posttested in April of 1992. Like the PPVT-R, the scores reported are standard scores based on nationally established norms for children of varying age levels. The national average is 100. Because the test is age-normed, over a period of time the standard scores of students making average gains are expected to remain constant (students would make the same score on the pre- and posttest).

In Figure 3-5, the average pretest, posttest, and gain scores for students who had valid scores on both administrations are presented. Students were labeled either bilingual or ESL depending upon the program of instruction indicated by their teachers.

### *FIGURE 3-5*
### *SUMMARY BBCS AVERAGE PRETEST, POSTTEST, AND GAINS, 1991-92*

| Group | No. of Students | Pretest Average | Posttest Average | Gain Average |
|---|---|---|---|---|
| Full-Day Bilingual | 232 | 89.1 | 83.5 | -5.6 |
| Full-Day ESL | 9 | 94.3 | 90.0 | -4.3 |
| Full Day Low Income | 759 | 91.4 | 90.4 | -1.0 |
| Half-Day Bilingual AM | 61 | 90.0 | 87.9 | -2.1 |
| Half-Day Bilingual PM | 34 | 89.1 | 84.8 | -4.3 |
| Half-Day ESL AM | 14 | 91.1 | 87.7 | -3.4 |
| Half-Day ESL PM | 13 | 88.4 | 91.8 | +3.5 |
| Half-Day Low Income AM | 212 | 93.9 | 95.2 | +1.3 |
| Half-Day Low Income PM | 182 | 92.9 | 95.2 | +2.3 |
| Average Students Nationally | -- | 100.0 | 100.0 | 0.0 |

Only students with valid pre- and posttests are included.

Overall, students showed losses from pre- to posttest. The bilingual students did least well while the half-day low income and the afternoon ESL classes did the best. All pretest scores were high, around 10 points lower than the national average of 100.

For comparison purposes, in Figure 3-6 are presented the similar data for the 1990-91 administration of the PPVT-R.

The PPVT-R scores were considerably lower on pre- and the posttest in 1990-91. Bilingual and ESL students' averages were much lower than low income students. The gains were considerable, with the bilingual and ESL students showing the highest gains.

### *FIGURE 3-6*
### *SUMMARY PPVT-R AVERAGE PRETEST, POSTTEST, AND GAINS, 1990-91*

| Group | No. of Students | Pretest Average | Posttest Average | Gain Average |
|---|---|---|---|---|
| Full-Day Bilingual | 215 | 44.1 | 61.8 | 17.9 |
| Full-Day ESL | 18 | 53.4 | 76.9 | 22.4 |
| Full Day Low Income | 637 | 74.4 | 85.7 | 11.3 |
| Half-Day Bilingual | 92 | 40.6 | 57.7 | 17.8 |
| Half-Day ESL | 40 | 60.4 | 80.9 | 18.8 |
| Half-Day Low Income | 329 | 84.1 | 93.1 | 9.0 |
| Average Students Nationally | -- | 100.0 | 100.0 | 0.0 |

Only students with valid pre- and posttests are included.

### *3-5. WHAT ARE THE CONCERNS ABOUT THE BBCS AND ITS MEASUREMENT OF THE PREKINDERGARTEN PROGRAM'S EFFECTIVENESS?*

After the two test administrations and analyses of the test scores, many concerns have surfaced about the BBCS and its use with AISD prekindergarten students. These concerns reflect those of the Prekindergarten Evaluator (with 12 years experience in testing AISD prekindergarten students), the 15 testers (12 of whom had several years experience testing AISD prekindergarten children), the Early Childhood Coordinator, the Chapter 1 Administrator, the Director of Elementary Curriculum, and the prekindergarten teachers.

Concerns:

- There was too much guessing. Especially on the pretest, every tester reported to the Evaluator that most students were guessing a lot.
- There was no Spanish version of the test to measure the effectiveness of those students who were Spanish dominant or monolingual.
- There was too much detail in the pictures for four-year-olds. This made it difficult for them to focus on the concept presented by the tester.
- Students took the complete test even when it was obvious to the tester the child was no longer attending to the task. The PPVT-R has a ceiling (6 out of 8 items missed) which when reached concluded the testing.
- After receiving their pretest results, a number of teachers contacted the Evaluator to report their poorest students had scored highest, while their best students had made lower scores. Although not always a perfect match, on the PPVT-R, teachers frequently confirmed the lowest scorers were those they had assessed as needing the most improvement.
- Teachers expressed concern about how their students would show gains when their pretest scores were so high. As can be noted from Figure 3-5, most of the groups' pretest averages were in the 90's, not far from the national average of 100. On the PPVT-R (see Figure 3-6 for 1990-91 comparison figures) the pretest averages were much lower ranging in the low 40's to the 80's.
- Students who were Spanish monolingual often did as well, if not better, than did their English monolingual peers. This seemed especially true on the pretest. On the PPVT-R, the Spanish monolingual students as a group, scored much lower on the English PPVT-R than did the English monolingual students.
- The majority of students showed pre- to posttest losses, unlike the PPVT-R where the majority showed gains. No significant changes, differences in the prekindergarten

program were noted in 1991-92 versus in 1990-91 thus leading to the lack of a programmatic explanation of this shift.

- In many cases previous to this year, teachers reported high PPVT-R gains were usually made by students who they felt had made strong progress during that school year. Similar relationships between BBCS gains and teacher judgments of progress were not reported this year.

- No consistent relationship was noted between the higher class gains of the BBCS and the quality of the teacher. In general, superior teachers did not have higher class gains, in many cases their gains were lower. In the years of looking at the PPVT-R gains for each teachers' classes, (the Early Childhood Coordinator and Helping Teacher judging teacher quality), stronger gains were usually associated with stronger teachers.

- Because of concerns about the perceived lack of relationship between the BBCS pre- and posttest scores, a correlation was run on the pre- and posttest scores of the BBCS and of the PPVT-R (1990-91). A higher correlation coefficient indicates a stronger relationship between the pre- and posttest (which is what is desired psychometrically). The correlation between the BBCS pre- and posttest was r= .27, indicating a low or slight relationship between the two scores. The PPVT-R correlation was r= .79 indicating a strong relationship between the pre- and posttest data.

- The Early Childhood Coordinator, Helping Teacher, Director of Elementary Curriculum all agreed that this test does not match with the AISD prekindergarten curriculum nor the goals of the prekindergarten program. This is unlike the PPVT-R.

What will happen in 1992-93?

As of this writing, the Chapter 1 Evaluator, with the concurrence of the Elementary Education administrators, will recommend discontinuing testing with the BBCS and using the PPVT-R and the Spanish TVIP for evaluating the prekindergarten program in 1992-93.

## *3-6. WHAT WAS THE AVERAGE NUMBER OF DAYS OF INSTRUCTION RECEIVED BY PREKINDERGARTEN STUDENTS?*

### Attendance File

The AISD Attendance File was accessed to determine the prekindergarten students' average number of days enrolled, attended, or absent. The data were computed separately for full- and half-day students. In Figure 3-7, this information is presented along with an attendance rate. The data from 1987-88, 1988-89, 1989-90, and 1991-92, are included for comparison purposes. The attendance rates for half-day and full-day students are very similar. Full-day students had higher attendance rates than did half-day students. Considering the average AISD elementary percent of attendance for 1991-92 was 95.8%, both full-day and half-day prekindergarten students attendance were below this figure.

## *FIGURE 3-7*
## *AVERAGE ATTENDANCE FOR PREKINDERGARTEN STUDENTS 1987-88 THROUGH 1991-92*

| YEAR | FULL-DAY HALF-DAY | DAYS ENROLLED | DAYS ABSENT | DAYS PRESENT | ATTENDANCE RATES |
|---|---|---|---|---|---|
| 1987-88 | Full-Day | 151.0 | 12.6 | 138.4 | 91.7% |
| 1987-88 | Half-Day | 139.8 | 13.9 | 126.0 | 90.1% |
| 1988-89 | Full-Day | 151.9 | 12.5 | 139.4 | 91.8% |
| 1988-89 | Half-Day | 139.5 | 14.3 | 125.2 | 89.7% |
| 1989-90 | Full-Day | 152.2 | 11.9 | 140.3 | 92.2% |
| 1989-90 | Half-Day | 141.2 | 12.9 | 128.2 | 90.8% |
| 1990-91 | Full-Day | 147.5 | 12.2 | 135.3 | 91.7% |
| 1990-91 | Half-Day | 154.5 | 12.6 | 141.8 | 91.8% |
| 1991-92 | Full-Day | 157.3 | 12.8 | 144.5 | 91.9% |
| 1991-92 | Half-Day | 148.4 | 15.2 | 133.2 | 89.8% |

## *3-7. WHAT WERE THE STRENGTHS AND THE AREAS IN NEED OF IMPROVEMENT IN THE IMPLEMENTATION OF THE PREKINDERGARTEN PROGRAM?*

### *Prekindergarten Coordinator Interview/Chapter 1 Administrator Interview*

In the spring of 1992 the Early Childhood Coordinator and the Chapter 1 Administrator were interviewed about the implementation of the AISD Prekindergarten Program. They indicated that the quality of instruction was high (in most cases) and the program met its mission.

The strengths included the following.

- A full-day program is offered for Chapter 1 eligible students.
- The quality of the program has remained strong, even with an increase in student population.
- All teachers are certified in early childhood.
- Regular monthly staff development sessions that teachers help plan and conduct are offered.
- Teachers have formed a cohesive group and new teachers are assigned an experienced teacher as a buddy.
- An administrator who is trained and experienced in early childhood oversees the entire program.

- The availability of a part-time helping teacher trained and experienced in early childhood was very beneficial.

The areas in need of improvement included the following.

- The Bracken Basic Concept Scale was inappropriate for prekindergarten students and for measuring their progress and success.
- To deal with an increased number of students, some class sizes were increased to 22 students. An aide was added, but the classroom space was too small to effectively work with this many students.
- Even stronger emphasis needs to be given to the instructional needs of limited English proficient students.

### *Teacher Survey*

In the spring 1992 teacher survey, the prekindergarten teachers were asked several questions about the Prekindergarten Program. Their responses are indicated below.

- The vast majority (92.0%) was satisfied with the central office instructional support they received.

- Over one half of the teachers (68.9%) was satisfied with the instructional support they received from their local campus.

- A majority of the teachers (85.4%) was satisfied with the monthly prekindergarten staff development sessions.

- When asked if a full-day prekindergarten program is more effective than a half-day program, 93.5% of the teachers agreed, while only 1.6% disagreed. The remaining teachers (4.9%) were neutral.

### *3-8. WHAT WERE THE CERTIFICATION AND EXPERIENCE LEVELS OF THE PREKINDERGARTEN TEACHERS?*

*AISD Employee Characteristics File (Employee Master Record)*

The District's Employee Master Record File was accessed to determine what teaching certifications (other than elementary) the prekindergarten teachers held. Of the 104 teachers on the file, all held either kindergarten, teacher of young children, or early childhood education certificates or degrees, so were fully-certified. Additionally, 37% held a bilingual certificate, and 13% held an English-as-a-Second-Language (ESL) certificate. AISD has a goal to hire prekindergarten teachers degreed in early childhood or with a kindergarten certificate. By September 1 of 1993, all teachers new to prekindergarten will have to have Early Childhood endorsement.

### *3-9. HOW MANY YEARS OF TEACHING EXPERIENCE DID PREKINDERGARTEN TEACHERS HAVE ON THE AVERAGE?*

On the average, prekindergarten teachers had 7.1 years of teaching experience.

*Employee Master Record*

The Employee Master Record (EMR) file was used to determine how much experience Priority School prekindergarten teachers had. During 1991-92, only 14% of the prekindergarten teachers in Priority Schools had no previous teaching experience, up from 8% in 1990-91, 4% in 1989-90, and down from 1988-89 and 1987-88, when 50% of the prekindergarten teachers were inexperienced. On the average, across full- and half-day classes, prekindergarten teachers had 7.1 years of experience in 1991-92, down from 7.5 years in 1990-91, and up from 7.7 years in 1989-90 up from 6.6 years in 1988-89. This year 49% of the teachers had 5 or more years of teaching experience.

## *4: REDUCED PUPIL-TEACHER RATIO*

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4-1. What Pupil-Teacher Ratio (PTR) was achieved at each grade level at each campus? Did this match the prescribed levels? . . . . . . . . . . . . . . . . . . . 59

## ◆ 4 Reduced Pupil-Teacher Ratio

*Smaller classes are provided for all grade levels, pre-K through 6. The average class size is to be 15 to 1 in pre-K through grade 2, 18 to 1 in grades 3 and 4, and 20 to 1 in grades 5 and 6.*

Overall, the average PTR in the Priority Schools was below the prescribed level at each grade level. The PTR was at or below the targeted level in 76% (88 of 116) of the individual grade levels in the Priority Schools. This percentage is down from 89% (103 of 116) in 1990-91, down from 93% (106 of 114) in 1989-90, up from 87% (99 of 114) in 1988-89, and down from 92% (106 of 115) in 1987-88.

### *4-1. WHAT PUPIL-TEACHER RATIO (PTR) WAS ACHIEVED AT EACH GRADE LEVEL AT EACH CAMPUS? DID THIS MATCH THE PRESCRIBED LEVELS?*

The single largest expenditure of funds for the Priority Schools went to lower the pupil-teacher ratio at each grade level. The levels prescribed were as follows:

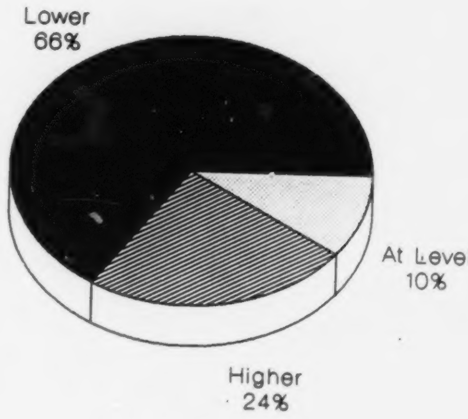
| Grade Level | Ratio |
|---|---|
| Pre-K through 2 | 15 to 1 |
| 3 and 4 | 18 to 1 |
| 5 and 6 | 20 to 1 |

#### *Attendance File*

One way of checking the actual PTR is to use the end-of-the-year AISD Attendance File. The number of teachers (less special area and Special Education teachers) is divided into the number of regular education students at each grade level. This gives the PTR. Using this information (presented in Figure 4-2), in only 28 of 116 (24%) possible comparisons (the total of the number of schools per grade level) did a grade level at a school have a PTR higher than the

*FIGURE 4-1*

*PUPIL-TEACHER RATIO: GRADE LEVELS AT PRESCRIBED LEVEL*



targeted level. The PTR was at the targeted level in 11 (9%) of the possible comparisons, and lower than the targeted level 66% of the time (77 of the 116 comparisons).

*FIGURE 4-2*
*PUPIL-TEACHER RATIO DATA FOR THE PRIORITY SCHOOLS AS CALCULATED FROM THE ATTENDANCE FILE, MAY, 1992*

| | GRADE | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| SCHOOL | PRE-K | K | 1 | 2 | 3 | 4 | 5 | 6 | AVERAGE |
| Allan | 14.5 | 11.9 | 17.0 | 16.5 | 18.5 | 19.3 | 21.0 | 0 | 14.9 |
| Allison | 13.0 | 16.3 | 13.4 | 14.8 | 16.3 | 18.4 | 19.3 | 0 | 15.7 |
| Becker | 15.0 | 10.3 | 14.8 | 16.0 | 14.3 | 13.4 | 16.5 | 0 | 13.9 |
| Blackshear | 13.5 | 14.5 | 9.7 | 9.8 | 12.5 | 8.7 | 12.8 | 15.0 | 11.6 |
| Brooke | 13.3 | 14.8 | 13.2 | 17.3 | 17.5 | 14.0 | 16.3 | 0 | 15.2 |
| Campbell | 20.0 | 13.7 | 11.8 | 13.3 | 14.3 | 18.0 | 8.8 | 21.0 | 14.1 |
| Govalle | 14.3 | 15.7 | 13.4 | 15.7 | 17.0 | 19.2 | 19.0 | 0 | 15.4 |
| Metz | 13.0 | 9.5 | 14.0 | 16.5 | 18.5 | 14.4 | 15.3 | 15.0 | 14.5 |
| Norman | 12.0 | 12.3 | 13.7 | 16.0 | 17.5 | 14.3 | 17.5 | 0 | 14.5 |
| Oak Springs | 14.5 | 16.0 | 12.4 | 13.4 | 19.3 | 14.5 | 19.0 | 0 | 14.7 |
| Ortega | 9.7 | 10.0 | 8.0 | 10.8 | 9.2 | 6.6 | 13.3 | 0 | 9.3 |
| Pecan Springs | 11.3 | 9.0 | 15.5 | 12.8 | 14.2 | 14.2 | 16.0 | 0 | 13.1 |
| Sanchez | 14.3 | 10.7 | 11.3 | 15.4 | 16.0 | 19.3 | 18.8 | 14.4 | 14.6 |
| Sims | 16.0 | 11.0 | 13.7 | 17.3 | 13.0 | 14.5 | 18.3 | 0 | 14.2 |
| Winn | 15.7 | 14.2 | 17.1 | 16.0 | 20.0 | 22.9 | 19.3 | 0 | 17.7 |
| Zavala | 12.3 | 12.5 | 13.3 | 12.8 | 14.8 | 17.3 | 18.0 | 0 | 14.1 |

## FIGURE 4-2 (CONTINUED)

AVERAGE ACROSS SCHOOLS

| YEAR | PRE-K | K | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|---|
| 1987-88 | 14 | 13 | 13 | 13 | 14 | 15 | 16 | 18 |
| 1988-89 | 13.6 | 13.6 | 12.2 | 12.4 | 14.8 | 15.4 | 16.2 | 19.3 |
| 1989-90 | 12.8 | 11.5 | 12.3 | 12.8 | 13.5 | 14.1 | 16.1 | 16.2 |
| 1990-91 | 14.4 | 12.6 | 13.0 | 13.3 | 14.9 | 14.6 | 15.8 | 13.8 |
| 1991-92 | 13.9 | 12.7 | 13.3 | 14.7 | 15.8 | 15.6 | 16.8 | 16.4 |
| PRESCRIBED LEVEL | 15 | 15 | 15 | 15 | 18 | 18 | 20 | 20 |
| # AT PRESCRIBED LEVEL | | | | | | | | |
| 1987-88 | 6 | 2 | 3 | 2 | 0 | 2 | 0 | 1 |
| 1988-89 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0 |
| 1989-90 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1990-91 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1991-92 | 3 | 2 | 1 | 1 | 2 | 2 | 0 | 0 |
| # LOWER THAN PRESCRIBED LEVEL | | | | | | | | |
| 1987-88 | 9 | 12 | 13 | 12 | 16 | 12 | 13 | 3 |
| 1988-89 | 12 | 11 | 16 | 14 | 16 | 11 | 13 | 3 |
| 1989-90 | 15 | 16 | 15 | 12 | 16 | 13 | 14 | 3 |
| 1990-91 | 9 | 15 | 16 | 12 | 14 | 14 | 16 | 3 |
| 1991-92 | 10 | 11 | 12 | 6 | 10 | 10 | 15 | 3 |
| # HIGHER THAN PRESCRIBED LEVEL | | | | | | | | |
| 1987-88 | 1 | 2 | 0 | 2 | 0 | 1 | 2 | 1 |
| 1988-89 | 4 | 5 | 0 | 2 | 0 | 3 | 0 | 1 |
| 1989-90 | 0 | 0 | 1 | 4 | 0 | 2 | 1 | 0 |
| 1990-91 | 4 | 1 | 0 | 4 | 2 | 2 | 0 | 0 |
| 1991-92 | 3 | 3 | 3 | 9 | 4 | 4 | 1 | 1 |

* The prescribed levels are not caps for individual grades, but averages for each school across the following grade spans: Pre-K through 2, 3 and 4, and 5 and 6.

## *5: ADDITIONAL PERSONNEL AND SUPPORT STAFF*

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5-1. If any innovative funds were carried over to the 1991-92 school year, for what were the funds used? . . . . . . . . . . . . . . . . . . . . . . . . . 63

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## ◆ 5 Additional Personnel and Support Services

*Schools will receive full-time support (i.e., helping teachers, librarians, counselors, Parent Training Specialists, ect.) and an innovative money fund.*

A total of $138,360 was allocated to the Priority Schools for 1991-92. The schools used their own discretion to spend the funds. Some of the most common purchases were student and teacher incentives, various instructional materials, equipment, staff development and field trips.

### *5-1. IF ANY INNOVATIVE FUNDS WERE CARRIED OVER TO THE 1991-92 SCHOOL YEAR, FOR WHAT WERE THE FUNDS USED?*

No innovative funds were carried over from the 1990-91 school year.

### *5-2. HOW WERE THE 1991-92 INNOVATIVE FUNDS USED?*

A total of $138,360 was allocated to the Priority Schools as innovative funds in addition to their regular allocation for supplies. This is the lowest amount allocated in the past five years, down from $142,477 in 1990-91, $138,378 in 1989-90, $175,832 in 1988-89, and $270,775 in 1987-88. The amounts allocated to each school ranged from $5,239 to $14,592 and were based on student enrollment. This money was provided to allow schools to try some new approaches they believed would be effective in improving student performance. The expectation was that funds available to these schools from parents and the community would be more limited than in other AISD schools. Schools were given wide discretion in using these funds.

#### ***Principal Interview***

Principals were asked how they spent their innovative funds. Examples of the types of expenditures made with innovative funds are listed in Figure 5-1.

## *FIGURE 5-1*
## *SAMPLES OF INNOVATIVE FUND EXPENDITURES, 1991-92*

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INSTRUCTIONAL MATERIALS:

- Unspecified instructional materials (reported by 11 or 69% of the principals)
- Library materials (7 or 44%)
- Science materials (2 or 13%
- Open Court mathematics materials (2 or 13%)
- Mathematics manipulatives (1 or 6%)
- Whole Language materials (1 or 6%)
- TAAS materials (1 or 6%)
- Maps and globes (1 or 6%)
- Language Arts materials (1 or 6%)
- Social Studies materials (1 or 6%)

FURNITURE/EQUIPMENT:

- Copier (3 or 19%)
- File cabinet (1 or 6%)
- Computer equipment (1 or 6%)
- Office furniture (1 or 6%)
- Unspecified capital outlay (1 or 6%)

INCENTIVES:

- Incentives for students, teachers, mentors (12 or 75%)

STAFF DEVELOPMENT/STIPENDS:

- Registration fees/expenses for workshops and teacher conferences (14 or 88%)
- Unspecified teacher stipends (3 or 19%)
- Consultant (1 or 6%)
- Substitutes (1 or 6%)

MISCELLANEOUS:

- Field trips (5 or 31%)
- Unspecified computer software (3 or 19%)
- Teacher stress counseling (1 or 6%)
- Postage (1 or 6%)

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## *6: MULTICULTURAL EDUCATION*

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6-3. What multicultural activities took place across schools? . . . . . . . . . . . . . . . . 69

## ◆ 6 Multicultural Education

*On-going activities will honor and recognize the cultural heritage of students and the contributions made by minority groups. Activities across schools will be encouraged.*

All 16 schools reported activities to celebrate African American and Hispanic heritages. Other cultures were recognized in varied ways across the schools.

A Plan for Educational Excellence stresses that effective schools in a pluralistic society require multicultural education that is both an integral part of the total curriculum and instruction and a component of parental-community involvement. Multicultural education, as described in the Plan, is multifaceted--recognizing historical events and the contributions of members of students' own ethnic backgrounds, dispelling misconceptions about other cultural groups, exposing students to other cultures, fostering intercultural partnerships (e.g., partnerships between majority/minority schools and their PTA's), and affirming the value of cultural diversity. Thus, one facet strives to instill pride in the heritage of those attending the school, while the other recognizes the contributions of other ethnic and cultural groups.

The overall goal is to develop a total educational environment that develops competencies in multiple cultures and provides all students with an equal educational opportunity. The Plan suggests some specific types of activities, but gives schools the discretion to plan activities in keeping with teachers' and students' styles and characteristics.

## *6-1. HOW MANY ACTIVITIES WERE CONDUCTED AT THE SCHOOLS TO RECOGNIZE AND HONOR THE STUDENTS' OWN CULTURAL HERITAGES AND TO HONOR THE CONTRIBUTIONS OF AFRICAN AMERICAN AND HISPANICS TO SOCIETY?*

### *Employee Survey*

In the spring 1992 employee survey, Priority School teachers and administrators were asked several questions dealing with multicultural education on their campuses. Teachers and administrators surveyed were asked how many activities at their schools had recognized the contributions of cultures represented in their student bodies. The number of activities reported varied from 0 to 10 or more. The results to this item are presented in Figure 6-1.

*FIGURE 6-1*
*MULTICULTURAL ACTIVITIES REPRESENTING STUDENTS' CULTURE*

| GROUP | NUMBER OF ACTIVITIES | | | |
|---|---|---|---|---|
| | 0 | 1-4 | 5-9 | 10 or more |
| Teachers (n=246) | 8.5 | 54.0 | 21.6 | 15.9 |
| Administrators (n=10) | 10.0 | 30.0 | 30.0 | 30.0 |

### *Principal Interview*

The Priority School principals were asked what activities were held to recognize the cultural heritage of African Americans. The most frequently reported topics are listed below.

- Celebrated African American History Month (reported by 16 or 100% of the principals).
- Invited special speakers to speak to students on African American heritage (15 or 94%).
- Studied African American heritage through literature, writing and social studies units, book talks, exhibits, and other classroom activities (11 or 69%).
- Held special assemblies (9 or 56%).
- Invited African American artists to work with students to create their own art work (5 or 31%).
- Featured important African Americans on school bulletin boards (4 or 25%).
- Held a career day (4 or 25%).

The most frequently reported activities to recognize the cultural heritage of Hispanics are listed below.

- Celebrated Hispanic Heritage Month (16 or 100%).
- Invited speakers to speak to students on Hispanic heritage (14 or 88%).
- Emphasized Hispanic heritage through literature and social studies units, writing activities, films and books, and other classroom activities (9 or 56%).
- Held special assemblies (8 or 50%).
- Celebrated Hispanic history with Cinco de Mayo and Diez y Sies de Septiembre fiestas and performances (6 or 38%).
- Featured important Hispanic persons on bulletin boards throughout the school (5 or 31%).
- Held a career day (4 or 25%).
- Displayed Hispanic art work and artifacts (2 or 13%).
- Watched Ballet Folklorico (2 or 13%).

Thirteen of the 16 principals reported their school did some activities to recognize African Americans and Hispanics throughout the school year, not just in February and May.

### *6-2. WHAT ACTIVITIES WERE HELD TO RECOGNIZE OTHER CULTURAL HERITAGES?*

*Employee Survey*

In the spring 1992 survey, Priority School teachers and administrators were also asked how many activities were held at their schools or in their classes to recognize the cultural heritages of groups other than Hispanics or African Americans. The number of activities reported varied from 0 to 10 or more. The results to this item are presented in Figure 6-2.

*FIGURE 6-2*
*MULTICULTURAL ACTIVITIES REPRESENTING OTHER CULTURES*

| GROUP | NUMBER OF ACTIVITIES | | | |
|---|---|---|---|---|
| | 0 | 1-4 | 5-9 | 10 or more |
| Teachers (n=230) | 28.7 | 51.3 | 14.4 | 5.7 |
| Administrators (n=10) | 10.0 | 70.0 | 0.0 | 20.0 |

*Principal Interview*

The most frequently reported activities to recognize and honor other cultural heritages are listed below.

- Studied other cultures through the curriculum (11 or 69%).
- Celebrated Chinese New Year (3 or 19%).
- Studied Native American culture through literature (2 or 13%).

## *6-3. WHAT MULTICULTURAL ACTIVITIES TOOK PLACE ACROSS SCHOOLS?*

*Employee Survey*

Teachers and administrators were also surveyed about the number of joint activities their schools held with other elementary schools. Their responses are shown in Figure 6-3.

*FIGURE 6-3*
*MULTICULTURAL ACTIVITIES WITH OTHER SCHOOLS*

| GROUP | NUMBER OF ACTIVITIES | | | |
|---|---|---|---|---|
| | 0 | 1-4 | 5-9 | 10 or more |
| Teachers (n=231) | 52.8 | 43.8 | 2.1 | 1.3 |
| Administrators (n=17) | 35.3 | 53.0 | 5.9 | 5.9 |

*Principal Interview*

Principals reported some type of activity or exchange program at all of the Priority Schools during the year. Those activites are listed in Figure 6-4.

## *FIGURE 6-4*
## *ACTIVITY OR EXCHANGE WITH OTHER SCHOOLS*

| SCHOOL | OTHER SCHOOL | ACTIVITY OR EXCHANGE PROGRAM |
|---|---|---|
| Allan | Mathews, Oak Springs, Oak Hill, Pecan Springs, Huston-Tillotson | Pen Pals, shared staff development, shared visits |
| Allison | Andrews, Blackshear, Forrest Trail (Eanes), Linder | Exchanged performances, exchanged cultural activities |
| Becker | Covington, LBJ Science Academy | Toured Covington, shared science project |
| Blackshear | Allan, Allison, Campbell, Govalle, Mathews, Metz, Norman, Sims, Sunset Valley, Winn, Wooten, St. Mary's Cathedral, Johnston, Reagan, Huston-Tillotson | "Believe in Me" dance program, shared cultural activities, exchanged programs, watched Shakepeare's play performed by Johnston students |
| Brooke | Andrews, Mathews, Pecan Springs, Zavala, Murchison | Shared art enrichment field trip with Pecan Springs, shared staff development, 5th graders toured Murchison |
| Campbell | Gullett, Metz | Visited Gullet to see animals, shared Hispanic heritage programs, shared cultural activities |
| Govalle | Hill | Pen pals, shared cultural activities |
| Metz | Blackshear, Campbell, Pillow, Dobie, St. Mary's, Clifton Center | Metz dancers performed for other schools, exchanged cultural activities, 6th grade Olympics |
| Norman | Blackshear, Mathews, Travis Heights, Winn, Zavala, St. Mary's, Dobie, McCallum, LBJ, Johnston | "Believe in Me" dance program, human rights program with Blackshear and Winn, McCallum Business Professionals, heard musical performances |
| Oak Springs | Govalle, Hill, Oak Hill, Kealing, Lamar | Pen pals, shared field trips, feeder school activities, exchanged programs |
| Ortega | Arlington, Texas schools | Special programs were observed by Arlington schools |
| Pecan Springs | Allan, Winn, St. Edward's | Shared cultural programs, Leadership retreat with St. Edward's |
| Sanchez | Brown, Doss, Gullett, Highland Park, Martin | Cultural exchange with Highland Park, exchanged art work and visited other schools, Music Memory, 6th grade Olympics |
| Sims | Winn | Performance by Winn |
| Winn | Doss, Hill, Norman, Oak Hill, Oak Springs, Pecan Springs, St. Stephen's, ACC, Huston-Tillotson | Shared inservice, students visited St. Stephen's to work with computers, choir visited other schools |
| Zavala | Brooke, Winn, Murchison | Exchanged programs and performances, exchanged cultural activities, 5th graders visited Murchison |

## *7: STRONG PARENTAL-COMMUNITY INVOLVEMENT*

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## ◆ 7 *Strong Parental-Community Involvement*

*Activities encourage parents and community members to become involved with the schools and volunteer as role models, tutors, and speakers. Parents receive training and encouragement to participate in their children's education both at school and at home. Communication between the schools, homes, and communities is fostered and improved.*

The number of adopters per school ranged from 3 to 36. The total number of adopters was 187. When asked if their child's school was effective (excellent), 82% of Priority School parents agreed. A wide variety of activities (volunteer programs, fundraising, and training workshops on TAAS, MegaSkills) were held to involve parents in their school.

### *7-1. WHAT ACTIVITIES OCCURRED AT EACH CAMPUS TO INVOLVE PARENTS AND COMMUNITY MEMBERS?*

*Parent Training Specialist Activity Summary*

The 16 Parent Training Specialists (PTS) were asked to forward an individual summary of their activities from September 1991 through January 1992 to the Director of Elementary School Services/Special Programs. A second, brief summary was due in May 1992. A review of these summaries showed the following activities were among those mentioned most frequently when describing the parent and community involvement on their campus.

- MegaSkills training sessions for parents, school staff, and other interested community members (16 or 100%)
- Fundraisers in conjunction with PTA activities (16 or 100%)
- Direct/indirect contact with parents and community through home visits, school newsletters, the city newspaper, registration, beginning-of-school day student drop-offs, and end-of-day student pickups (16 or 100%)
- Specialty workshops for parents which included: how to conduct home tutoring in math and reading, Creative Rapid Learning Center presentations, personal hygiene classes for upper grade level elementary females, and parenting classes (12 or 75%)
- Assemblies to honor parent volunteers, adopters, and other community workers (12 or 75%)
- Workshops on TAAS (4 or 25%)

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The PTS mentioned the following activities/training sessions as being most frequently held during the 1991-92 school year to involve parents.

- MegaSkills training sessions (16 or 100%)
- Fundraisers (16 or 100%)

### *Principal Interviews*

When Priority School principals were asked to describe what activities occurred on their campuses to involve parents and community members, the following activities were among those most frequently mentioned as successful activities.

- MegaSkills workshops (reported by 14 or 88% of the principals interviewed)
- Parent involvement in special student activities and recognitions, such as honor assemblies, track and field day, career day, and science fairs (14 or 88%)
- Parent volunteer activities, such as mentoring, tutoring, monitoring bus rides, clean-up days, and working with Reading Is Fundamental (12 or 75%)
- School/community meetings concerning neighborhood issues such as safety of children, local environmental issues, and educational opportunities (9 or 56%)
- Parent/teacher/administrator interactions such as grade level pot-luck dinners, "sharing lunch" with parents and first grade teachers, back-to-school nights, and end-of-year socials (8 or 50%)
- Fall carnival (5 or 31%)
- Parent workshops on TAAS, student achievement, summer school, basic life skills, and year-round schooling (5 or 31%)
- Campus decision-making committees for School Based Improvement (SBI) and new principal selection (4 or 25%)

## *7-2. WHAT ARE THE MOST INNOVATIVE ACTIVITIES THE SCHOOLS IMPLEMENTED IN THIS AREA?*

### *PTS Summaries*

The Parent Training Specialists reported these innovative activities implemented in the area of parental-community involvement.

- MegaSkills workshops held outside of school setting (homes, churches, community libraries, and other public facilities) (6 or 38%)
- Student Savings Program through school banking (6 or 38%)
- Parent Literacy and ESL programs secured through outside learning facilities (5 or 31%)
- Grade level meetings including pre-K (4 or 25%)

- Grandparents, Senior Citizens' Day, and workshops designed exclusively for grandparents acting as guardians (4 or 25%)
- Personal hygiene (during a "Muffins for Moms" brunch) and sex education workshops for mothers of 4th and 5th grade girls (2 or 13%)
- TAAS Home Tutoring Packet for Parents issued and reviewed during workshops (2 or 13%)
- Upper grade level mathematics workshops and parent-student study groups (2 or 13%)
- Quality door prizes, color TV, cash, and etc., for PTA attendance (2 or 13%)
- Tutoring program organized for subsidized housing area near school; Teacher Home Visitation kit with accompanying Preparatory Training kit for use prior to home visits; MegaSkills workshop conducted in English and Spanish; the FELLOWS, an adult support group for elementary and middle school male students; Dads' Day program; recycled newspaper articles into accessible and mobile reading materials for parents' workroom; and Grade Level Honor Roll in lieu of the inclusive schoolwide honor roll (each mentioned by one PTS or 6%)

The PTS listed the following activities most frequently as occurring or planned at their campus to involve the community (i.e. Adopt-A-School, volunteering, etc.).

- Appreciation assemblies, brunches, or luncheons held at separate times to honor the adopters or parent and community volunteers (16 or 100%)
- Volunteers used in fundraising, usually through the PTA, reported (16 or 100% of the time)
- Adopters' personnel and community volunteers used as role models, support groups, tutors, monitors, child care providers during PTA meetings, and teacher aides (12 or 75%)
- Volunteers trained as office helpers, library workers, and computer banking data entry clerks (7 or 44%)
- Volunteers received training to conduct MegaSkills workshops on and off school site (5 or 31%)

The following activities involving other Parent Training Specialists (PTS) and Parental Involvement Representatives (PIR) were mentioned most often .

| PTS Activities with Other PTS | PTS Activities with PIR |
|---|---|
| Exchange of parents and students for special ethnic events attendance (i.e., African American History, Cinco de Mayo, musical events, and etc.) (4 or 25%) | Chapter 1 Regular Advisory Committee, (PAC), Scholastic Scholarship fundraisers (15 or 94%) |
| Jointly held MegaSkills workshops for PTS MegaSkills Leadership certification (5 or 31%) | Parent Advisory Council meeting attendance and participation (8 or 50%) |
|  | Jointly held MegaSkills workshops for PIR certification (8 or 50%) |

## *7-3. HOW MANY ADOPTERS DID EACH CAMPUS HAVE? WHAT DID ADOPTERS PROVIDE? WERE THERE CHANGES FROM 1990-91?*

### *Adopt-A-School Records*

Attachment 7-1 presents the Adopt-A-School data for each of the Priority Schools. This includes the number of adopters, cash and inkind contributions, number of volunteers, and number of hours volunteered as reported by the 16 schools. More detailed data on cash, inkind contributions, and areas employing volunteer service will be given after the following comparison highlights.

The number of adopters per school ranged from 3 to 36. The total number of adopters was 187.

| Year | 1987-88 | 1988-89 | 1989-90 | 1990-91 | 1991-92 |
|---|---|---|---|---|---|
| # Adopter | 86 | 135 | 164 | 203 | 187 |

The amount of cash donated to each campus varied from $700.00 to $16,243.00, with $4,637.00 being the average amount.

| Year | 1987-88 | 1988-89 | 1989-90 | 1990-91 | 1991-92 |
|---|---|---|---|---|---|
| Average Amount | $1,872 | $2,221 | $2,527 | $2,826 | $4,637 |

There was a wide variation in the amount of inkind contributions, from $475 to $15,548 per campus. The average inkind contribution was $6,617.

| Year | 1987-88 | 1988-89 | 1989-90 | 1990-91 | 1991-92 |
|---|---|---|---|---|---|
| Inkind | $4,105 | $6,829 | $6,911 | $5,455 | $6,617 |

The number of volunteers per school ranged from 8 to 210, and the number of volunteer hours per school varied from 56 to 14,339 hours.

| Year | 1987-88 | 1988-89 | 1989-90 | 1990-91 | 1991-92 |
|---|---|---|---|---|---|
| # Volunteers | 839 | 1,201 | 2,410 | 1,844 | 1,459 |
| # Hours | 9,239 | 9,616 | 16,622 | 22,042 | 37,573 |

## *Cash, Inkind Contributions, and Volunteer Services*

Partnership Contribution pages were attached to nine of the sixteen Austin Adopt-A-School 1991-92 School/Program Summary Sheets. Review of these pages showed cash contributions purchased the following equipment, materials, services, and supplies.

- Incentive items for student attendance (9 or 100%)
- Supplies/materials used in fundraising events, luncheons, receptions, awards ceremonies, etc. (8 or 89%)
- Special school projects (Young Scientists class/lab), Reading is Fundamental (RIF), and transportation services for local or out-of-town for holiday carollers, workshop attendance, and visits to the museum and San Antonio Zoo (5 or 56%)
- Theater tickets (4 or 44%)
- Camping trips for members of the Leadership Teams, Outdoor Education Club, and the Safety Patrol organization (3 or 33%)
- Cash awards for teachers of the month, schoolwide supply purchases, summer school materials, workbooks, encyclopedias, and library books (2 or 22%)
- A newspaper subscription, a literature kit for 2nd graders, Mr. Rogers Neighborhood Workshop, Valentine flowers for teachers, ballet lessons for males, PTA attendance incentives, registration and sports insurance, gym sound equipment, and science laboratory equipment using pooled contributions (1 or 11%)

Inkind Contributions were varied with several mentioned more frequently than others or tied-in with large cash donations.

- Consumable supplies such as holiday dinners and baskets for the needy, dinner tickets on the town, school supplies, art materials, Back-To-School, Honor Roll, and Safety Patrol parties, and awards' supplies (9 or 100%)
- Non-consumable supplies, equipment, or materials such as toys, lumber, paint, refrigerators, washers and dryers, microwave ovens, hot water heaters, computers, monitors, printers, software, adding machines, atlas, and teacher placards (9 or 100%)
- Personal service/student haircuts (9 or 100%)
- Presenters/participants during school programs, luncheons, awards ceremonies, on steering committees, and etc. (9 or 100%)
- PTA attendance incentives such as gift certificates, sporting event tickets, and etc. (3 or 33%)
- Heritage celebration hosts, pharmaceutical supplies, audio and video supplies (2 or 22%)
- Art pieces, professional ballet instruction, male ballet attire, martial arts instruction, a magazine subscription, camping supplies, free printing, graphics and B/L video tape, soccer equipment, stage props, teacher appreciation dinners, and wildflower seeds (1 or 11%)

Fifteen of the sixteen schools submitted School/Program Summary Sheets or comparable documents. Review of these pages/documents showed the following projects employing the use of volunteers.

- Mentor and tutoring projects (15 or 100%)
- Coaches/instructors for ballet, basketball, football, martial arts, proofreading, track and field judges, and fundraising participants (7 or 47%)
- Renovation, repair, and painting of playground equipment (2 or 13%)
- Stage property managers, and teacher aides (1 or 7%)

### *7-4. WHAT WERE THE STRENGTHS AND THE AREAS IN NEED OF IMPROVEMENT IN THE IMPLEMENTATION OF THIS COMPONENT?*

The majority of teachers (66.6%), administrators (87.5%) and other professionals (64.3%) agreed that the Parent Training Specialists were used effectively at their schools.

In the spring 1992 employee survey, teachers, administrators, and other professionals were asked if the Parent Training Specialist was used effectively at their schools. More than half of the teachers (66.6%), administrators (87.5%), and other professionals (64.3%) agreed that the PTS were being used effectively. The following percentages show that the number of staff remaining neutral were similar in number to those disagreeing.

- Teachers neutral (15.1%)/disagree (18.3%)
- Professionals neutral (21.4%)/disagree (14.3%)
- Administrators neutral (12.5%)/disagree (0%)

***Parent Training Specialist Activity Summary***

The PTS reported the following strengths in the area of parental-community involvement.

- Continued and frequent contact with parents and the community (16 or 100%)
- Local PTA, civic, religious, and business communities' support (16 or 100%)
- School staff and community volunteers' support (16 or 100%)
- Parental enthusiasm for MegaSkills workshops and capability as presenters or co-presenters (16 or 100%)
- Parents' personal and professional growth increased through state and local workshops, conferences, and retreat attendance (15 or 94%)
- PTS monthly meetings which fostered camaraderie, collaboration, and exchange of ideas about problems, projects, workshops, etc. (15 or 94%)
- Enhanced parenting skills' attained through state conferences and local workshops attendance (12 or 75%)
- Increased teacher/principal home visits (7 or 44%)
- Grade level meetings for parents including pre-K parents (4 or 25%)
- Participation of grandparents as guardians, volunteers, and community role models (3 or 19%)

The PTS repeated the following singular theme in areas in need of improvement.

- Decrease parental dependency on the PTS by encouraging parents to make contact with the social services they need (16 or 100%)

The PTS were asked to respond to three questions on the summary which covered areas in which they would like to see changes or continuation of activities, and the type of support and report systems they preferred in the implementation of the Parent/ Community Component under the District's 1992-93 Vertical Teams' organization. The PTS reported the following areas for improvement.

- Inclusion on the teams of School Based Instruction, Leadership, Local Campus Support (visiting teachers, counselor, school nurse, etc.), and Local Special Education (16 or 100%)
- Better communication between AISD support services, i.e. Special Education, etc. (13 or 81%)

- Define PTS role (13 or 81%)
- Inclusive grade level, (pre-K to 12), data pertinent to their respective Vertical Team's curriculum (14 or 88%)

Review of the PTS comments showed the following components they would like implemented.

- Direct principal supervision (16 or 100%)
- Continuation of the activities which were in place prior to the Vertical Teams' implementation which included, work with the PTA, PAC, Adopt-A-School, MegaSkills workshops, direct/indirect parent contact, etc. (16 or 100%)
- PTS staff development (16 or 100%)

The following desired changes were mentioned most often.

- Increased "work/contract days" were viewed as too restrictive for the continuation of parent training, summer school student enrichment, and/or "dollar-sense" (16 or 100%)
- Time spent in social work, including procurement of services, transportation to services, and personal hygiene services to students (10 or 63%)
- Teachers, librarians, and other school staff should attend PTS meetings or workshops held on campus (8 or 50%)

When asked what type of support and reporting system they would like under the new Vertical Teams, the PTS preferred the support of both the Assistant Superintendent of Operations and the Director of School Support Services (16 or 100%). They requested to continue reporting to their program mentor, the Director of School Support Services (16 or 100%). The following were suggestions for other services desired.

- The Office of Research and Evaluation's staff should remain as part of the support and reporting system (15 or 94%)
- Expand MegaSkills parent training materials in the area of "people empowerment" (6 or 38%)
- Expanded inservices/staff development for the PTS (4 or 25%)

### *Principal Interviews*

The 16 principals reported a number of areas in which they believe improvement is needed. Many of these were based on the concept that more parental involvement is needed. Specific ideas are listed below.

- Increase parental involvement and participation (mentioned by 11 or 69% of the principals)
- Provide workshops for parents, for example, on basic skills, reading for non-reading parents, and MegaSkills (7 or 44%)

- Increase PTA attendance and strengthen PTA leadership (6 or 38%)
- Improve school climate and parent/teacher communication and trust (4 or 25%)
- Strengthen parent leadership on the SBI committee (3 or 19%)
- Increase efforts to reach the hard-to-reach parents (3 or 19%)

### *7-5. WHAT DO PARENTS THINK OF THEIR CHILD'S SCHOOL SITUATION?*

#### Parent Survey

In March 1992, all parents of AISD elementary school students were sent a survey related to their children's schooling. Attachment 7-2 presents the questions and the parents' responses. To give a clearer perspective, results are separated by Priority School parents and other elementary school parents. The key points are listed below.

- Most of the Priority School parents (82%) and other elementary school parents (86%) reported that the buildings and grounds of their children's schools were well maintained, neat, clean, and attractive. Similar percentages of Priority School parents (81%) and other elementary school parents (87%) reported that their children's schools are a safe, secure place to learn.
- Over three fourths of the parents (Priority Schools, 78%; other elementary schools 76%) said that the mission or philosophy of their children's schools had been clearly communicated to them.
- Nearly all of the Priority School parents (90%) and other elementary school parents (88%) believed that the staffs at their children's schools believe their children can achieve academically. The majority of parents (Priority Schools, 72%; other elementary schools, 80%) reported that they had a positive relationship with the staff at their children's schools.
- Similar percentages of parents in Priority Schools (80%) and other elementary schools (82%) agreed that their children's schools are effective (excellent) schools, and that their children learned a lot this school year (Priority Schools, 89%; other elementary schools, 88%).
- Most of the parents in Priority Schools (79%) and other elementary schools (79%) agreed that discipline in their children's schools is fair and related to agreed-upon rules.
- Smaller percentages of Priority School parents (58%) and other elementary school parents (64%) were as involved as they wanted to be in their child's school. Parents' most frequently mentioned preferred ways of being involved with their children's schools were helping their children's withhomework (Priority Schools, 81%; other elementary schools, 89%), signing report cards (Priority Schools 69%; other elementary schools, 75%) and working with their children on reinforcement activities, (Priority Schools, 45%; other elementary schools, 67%).
- The majority of parents (Priority Schools, 62%; other elementary schools, 74%) talked very often to their children about what happened at school.

- Almost half of the Priority School parents (46%) said that the quality of education in their children's schools had gone up, compared to a year ago, while (4%) said it had gone down. However, only 25% of the other elementary school parents said the quality had gone up, while 4% said it had gone down.
- Almost two-thirds (66%) of the Priority School parents and 73% of the other elementary school parents rated the quality of education in their children's schools as above average or excellent.
- When asked what are AISD's greatest strengths, both groups of parents most often mentioned academic quality (Priority Schools, 47%; other elementary schools, 47%), instructional staff (Priority Schools, 43%; other elementary schools, 55%) and communication with parents (Priority Schools, 55%; other elementary schools, 53%). These parents cited materials/equipment (Priority Schools, 27%; other elementary schools, 34%), dropout prevention (Priority Schools, 37%; other elementary schools, 20%), and school facilities (Priority Schools, 19%; other schools, 27%) as areas in need of improvement. Priority School parents (25%) also frequently mentioned drugs/sex/AIDS education as an area in need of improvement, while other elementary school parents (35%) often cited class size as needing improvement.

# *8: STAFF DEVELOPMENT*

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8-3. Did principals and the support staff perceive the staff development offered as increasing their effectiveness? . . . . . . . . . . . . . . . . . . . . . . . . . 84

## ◆ 8 *Staff Development*

*Each school planned and/or presented its own staff development the fifth year of the Priority Schools. Schools determined their plan for staff development through needs assessments of their staff members. Innovative funds were often used to pay for staff development, in the form of speakers, seminars, etc.*

The majority of Priority School teachers, administrators, and other professionals indicated that the training they received on their campus increased their effectiveness.

### *8-1. WHAT STAFF DEVELOPMENT ACTIVITIES WERE OFFERED AT THE CAMPUS LEVEL?*

*Principal Interview*

The Priority School principals were asked what local campus staff development had been held during the 1991-92 school year. The most frequently reported topics are listed below.

- Mathematics workshops (reported by 11 or 69%of the principals)
- Writing workshops (10 or 63%)
- Cooperative learning (8 or 50%)
- Whole Language workshops (6 or 38%)
- Reading workshops (5 or 31%)
- TAAS strategies (4 or 25%)
- Site Based Improvement workshops (4 or 25%)
- Computer training (4 or 25%)
- Language Arts workshops (3 or 19%)
- Content mastery (3 or 19%)
- Data analysis workshops (3 or 19%)
- Discipline workshops (2 or 13%)
- Higher order thinking skills (2 or 13%)
- Skills for success (2 or 13%)
- Region XIII workshops (2 or 13%)

## *8-2. DID TEACHERS PERCEIVE THE STAFF DEVELOPMENT OFFERED AS INCREASING THEIR EFFECTIVENESS AS TEACHERS?*

### *Employee Survey*

The spring 1992 employee survey asked a sample of Priority School teachers to indicate their agreement or disagreement with the following statement:

> The local campus staff development sessions I
> attended this year increased my effectiveness.

Of the 204 teachers who answered this item:

- 59.3% agreed,
- 32.4% were neutral, and
- 8.4% disagreed.

## *8-3. DID THE PRINCIPALS AND SUPPORT STAFFS PERCEIVE THE STAFF DEVELOPMENT OFFERED AS INCREASING THEIR EFFECTIVENESS?*

### *Administrators (Employee Survey)*

Priority School principals and helping teachers also responded to this item on the employee survey. Of the 14 administrators who responded:

- 35.7% strongly agreed,
- 35.7% agreed,
- 28.6% were neutral, and
- 0% disagreed.

### *Other Professionals (Employee Survey)*

A sample of counselors and librarians at the Priority Schools also responded to this item on the employee survey. Of the 15 non-teaching professionals who responded to this item:

- 60.0% agreed,
- 33.3% were neutral, and
- 6.7% disagreed.

## *9: BUILDINGS AND GROUNDS*

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## ◆ 9 Buildings and Grounds

*School buildings and grounds are well-maintained, safe, and attractive.*

The total expenditures for roof repairs, maintenance of buildings and grounds, and the construction of portables at the Priority Schools totaled $299,428.70 in 1991-92. Comparable expenditures in the other elementary schools for the same time period totaled $1,506,310.36, or an average of $31,381.46 per school. The average expenditure per Priority School was $18,714.29, or about 60% of the expenditure in other elementary schools. This disparity in expenditures may be accounted for by examining expenditures in 1987-88. During the 1987-88 school year, similar types of expenditures for Priority School buildings and grounds totaled $1,655,391.53 (an average of $103,461.97 per school) due to facility repair and upgrading, and the construction and relocation of portables. Because many of these expenditures were one-time expenses, the cost to maintain Priority School buildings and grounds decreased dramatically during 1988-89 and following school years. (See Figure 9-1 for expenditure totals.) In 1991-92 construction began for the replacement of two Priority Schools--Metz and Campbell--financed with bond money totaling $9,484,000.00. Both schools will open in Fall 1992.

### *9-1. WERE ANY PORTABLES BUILT OR MOVED TO THE PRIORITY SCHOOLS FOR THE 1991-92 SCHOOL YEAR?*

During the 1991-92 school year, one new portable was constructed at Allison at a cost of $51,933.13. No portables were relocated to a Priority School.

### *9-2. DID ANY MAJOR CONSTRUCTION OR REPAIR PROJECTS OCCUR AT THE PRIORITY SCHOOLS FOR THE 1991-92 SCHOOL YEAR?*

#### *Major Construction*

Construction of two new Priority Schools began during the 1991-92 school year. The new Metz and Campbell elementary schools were built with $4,742,000.00 each allocated from bond money. Metz was housed at the Webb Elementary campus while the new school was built on the Metz location. The Campbell Elementary building continued to be used while construction of the new school began on a nearby site. Both schools will be open for the 1992-93 school year.

#### *Repairs to Portables*

Repairs were made to portables at Pecan Springs and Winn. These repairs included adding sidewalks and ramps, and painting and reroofing portables at a cost of $13,859.00.

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## *Roof Repairs*

About half of the money expended for Priority School repair projects was for roof repairs. Costs for these repairs ranged from $209.00 at Sims to $60,021.35 at Oak Springs/Rice. All 16 Priority Schools required roof repairs for a total of $150,647.64.

| | |
|---|---|
| Allan | $ 1,054.15 |
| Allison | 3,097.86 |
| Becker | 1,677.30 |
| Blackshear | 11,660.52 |
| Brooke | 3,252.25 |
| Campbell | 1,353.25 |
| Govalle | 9,754.78 |
| Metz at Webb | 5,208.05 |
| Norman | 2,516.90 |
| Oak Springs/Rice | 60,021.35 |
| Ortega | 2,029.93 |
| Pecan Springs | 28,339.42 |
| Sanchez | 4,968.05 |
| Sims | 209.00 |
| Winn | 10,525.98 |
| Zavala | 4,978.85 |
| TOTAL | $150,647.64 |

## *Maintenance of Buildings and Grounds*

In addition to the work mentioned above, $83,200.58 was spent on maintaining and upgrading the buildings and grounds at some of the Priority Schools. Projects included are listed below:

- Caulking at Allan, Allison, Becker, Blackshear, Brooke, Govalle, Metz, Norman, Oak Springs, Ortega, Sanchez, Winn, and Zavala.
- Waterproofing at Allan, Becker, Norman, Oak Springs, Sanchez, Winn, and Zavala.
- Restriping parking lots at Blackshear, Campbell, Govalle, Norman, Oak Springs, Ortega, Sims, and Winn.
- Cable TV equipment at Campbell, Metz, Oak Springs, Pecan Springs, and Sims.
- Install carpet at Govalle, Ortega, and Pecan Springs.
- Painted fire and bus decals on curbs at Allison, Brooke, and Pecan Springs.
- Carpentry at Becker, Ortega, Sanchez, and Winn.
- Painting of playslab at Blackshear and Ortega.
- Stage curtain replacement at Govalle and Zavala.
- Sidewalk replacement at Oak Springs and Winn.
- Folding partitions at Norman and Sanchez.

## *FIGURE 9-1*
## *EXPENDITURES FOR BUILDINGS AND GROUNDS IN PRIORITY SCHOOLS AND OTHER ELEMENTARY SCHOOLS, 1987-88, 1988-89, 1989-90, 1990-91, AND 1991-92*

| SCHOOL | 1987-88 TOTALS | 1988-89 TOTALS | 1989-90 TOTALS | 1990-91 TOTALS | 1991-92 TOTALS | FIVE YEAR TOTALS |
|---|---|---|---|---|---|---|
| ALLAN | $ 1,075.68 | $ 2,056.23 | $ 2,034.42 | $ 57,834.38 | $ 1,054.15 | $ 64,054.86 |
| ALLISON | 1,018.00 | 438.05 | 2,502.49 | 38,083.00 | 55,140.99 | 97,182.53 |
| BECKER | 19,114.75 | 34,489.78 | 1,089.55 | 7,755.25 | 4,052.30 | 66,501.63 |
| BLACKSHEAR | 162,657.02 | 1,667.25 | 733.00 | 156,241.00 | 12,111.52 | 333,409.79 |
| BROOKE | 165,044.22 | 2,244.00 | 11,565.33 | 45,464.00 | 5,624.25 | 229,941.80 |
| CAMPBELL | 102,164.09 | 65.00 | 5,320.49 | -0- | 3,960.17 | 111,509.75 |
| GOVALLE | 107,619.46 | 38,664.00 | 7,536.32 | 712.88 | 16,018.62 | 170,551.28 |
| METZ | 129,725.70 | 4,282.20 | 15,952.28 | 46,402.00 | 6,261.05 | 202,623.23 |
| NORMAN | 81,041.67 | 46,315.05 | 633.25 | 1,155.00 | 24,471.90 | 153,616.87 |
| OAK SPRINGS | 10,871.98 | 2,460.00 | **46,404.22 | **2,093.04 | **69,800.92 | 131,630.16 |
| ORTEGA | 53,873.33 | 1,444.89 | 12,477.00 | 5,758.00 | 9,926.92 | 83,480.14 |
| PECAN SPRINGS | 35,788.64 | 38,076.21 | 15,923.00 | 1,985.40 | 38,420.53 | 130,193.78 |
| SANCHEZ | 236,474.33 | 60,426.40 | 31,642.22 | 162.00 | 25,344.05 | 354,049.00 |
| SIMS | 238,336.45 | 410.83 | 628.52 | -0- | 4,546.50 | 243,922.30 |
| WINN | 121,951.95 | 114.75 | 35,636.28 | 61,820.95 | 14,311.98 | 233,835.91 |
| ZAVALA | 188,634.26 | 321.00 | 1,044.60 | 677.00 | 8,382.85 | 199,059.71 |
| PRIORITY SCHOOLS TOTAL | $ 1,655,391.53 | $ 233,475.64 | $ 191,122.97 | $ 426,143.90 | $299,428.70 | $2,805,562.74 |
| AVERAGE PER SCHOOL (N=16) | $103,461.97 | $14,592.23 | $11,945.19 | $26,633.99 | $18,714.29 | $175,347.67 |
| OTHER ELEMENTARY SCHOOLS TOTAL | $1,050,002.11 | $1,319,853.18 | ***$915,337.13 | $2,376,494.05 | $1,506,310.36 | $7,167,996.83 |
| AVERAGE PER SCHOOL | $22,340.47<br>*(N=47) | $27,496.94<br>(N=48) | $19,069.52<br>(N=48) | $49,510.29<br>(N=48) | $31,381.46<br>(N=48) | $149,333.26<br>(N=48) |

* Galindo Elementary was not opened during the 1987-88 school year.

** Total for Oak Springs includes expenditures at the Oak Springs at Rice campus.

*** Total and average for the other elementary schools includes $108,304.34 in expenditures that were required to repair fire damage at Wooldridge.

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# 10: ACCOUNTABILITY

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## ◆ 10 Accountability

*A monitoring committee and ORE's evaluation reports will make information about implementation, resources, and outcomes available to the public, the Board of Trustees, and other AISD staff.*

The Priority Schools monitoring committee met 12 times during the 1991-92 school year. An evaluation of the Priority Schools was conducted. A total of $5,227,578 was allocated to the Priority Schools over and above their regular allocations.

### 10-1. WHAT EVALUATION PLAN WAS IN PLACE?

The Priority School evaluation plan was part of The Research and Evaluation Agenda for AISD, 1991-92 (ORE Publication Number 91.07).

### 10-2. WAS AN EVALUATION REPORT PUBLISHED?

This document (91.04) is the evaluation report for the Priority Schools.

### 10-3. HOW MANY MEETINGS HAS THE MONITORING COMMITTEE HELD? WHAT HAVE BEEN THE AGENDAS?

In April 1990, the Board of Trustees appointed a seven-person Priority School monitoring committee. Each Board member appointed one member from the community. The purpose of this committee was to provide (to the Board) feedback twice a year on what is occurring in the schools. Each member was to be appointed for a two-year term.

The monitoring committee met 12 times during the 1991-92 school year. The attendance of members at the meetings varied. Five members were the most frequent number present. The meetings were scheduled in each of the 16 Priority Schools. The agenda was for each of the schools to share what they are doing and have a dialogue among committee members and school staff and Priority School parents. A final meeting in May was held for the Priority Schools to prepare their written and oral report for the Board in June.

### 10-4. WHAT HAVE BEEN THE GREATEST SUCCESSES OF THE PRIORITY SCHOOLS?

#### Principal Interview

When Priority School principals were asked in what areas their schools improved or had been successful, the following comments were among those most frequently mentioned.

- Improved school climate (reported by 10 or 63% of the principals)
- Increased community participation through mentoring, adopters, and others (9 or 56%)
- Increased parental involvement (7 or 44%)
- Improved student achievement (6 or 38%)
- Improved staff development (5 or 31%)
- Increased participation and leadership of teachers on SBI team (4 or 25%)
- Helped by grant money (2 or 13%)
- Improved instruction (2 or 13%)
- Improved discipline (2 or 13%)

### 10-5. WHAT AREAS HAVE NOT IMPROVED OR NOT BEEN SUCCESSFUL?

#### Principal Interview

Priority School principals most frequently mentioned the following areas that had not improved or been successful.

- Student achievement (10 or 63%)
- Degree of parental involvement (6 or 38%)
- Ability to deal with special populations, such as bilingual students, mobile students, those with little educational background, Special Education students, and dropouts (5 or 31%)
- School climate (2 or 13%)

### *10-6. WHAT CHANGES ARE PLANNED FOR NEXT YEAR?*

*Principal Interview*

When asked what changes are planned for next year, the Priority School principals mentioned the following areas of focus.

- More staff development (reported by 9 or 56% of the principals)
- SBI implementation and training (6 or 38%)
- More Whole Language instruction (5 or 31%
- Summer school (4 or 25%)
- Multi-age grouping (4 or 25%)
- Reading Recovery (4 or 25%)
- Make better use of technology (3 or 19%)
- Use cooperative learning (3 or 19%)
- Some teachers will follow students into the next grade (3 or 19%)
- Accelerated Learning (2 or 13%)

### *10-7. WAS THE STATE BOARD OF EDUCATION GOAL MET?*

Goal: Did the Priority Schools' overall performance increase an average of eight percentile points on the ITBS/NAPT relative to the national norm?

The data for this question were calculated from the Priority Schools' ITBS/NAPT summary data presented in Attachment 2-2. The summary data for this question are presented in Figure 10-1.

- Grade 2 met this objective.

### *FIGURE 10-1*
### *SUMMARY DATA FOR ITBS/NAPT CHANGE, 1990-91 TO 1991-92*
### *(1991 NORMS)*

| Grade | ITBS Test | 1991 Median %ile | 1992 Median %ile | Change |
|---|---|---|---|---|
| 1 | Composite | 43 | 44 | +1%ile point |
| 2 | Composite | 47 | 55 | +8%ile points |
| 3 | Composite | 42 | 43 | +1%ile point |
| 4 | Composite | 33 | 28 | -5%ile points |
| 5 | Composite | 31 | 35 | +4%ile points |
| 6 | Composite | 27 | 33 | +6%ile points |

## *10-8. DID THE CHAPTER 1 - REQUIRED ACHIEVEMENT GAINS OCCUR FOR 1991-92?*

Chapter 1 regulations require (since 1989-90) that each campus receiving Chapter 1 funds must show a positive normal curve equivalent (NCE) gain in the subject areas in which students are served. The scores are aggregated across grades 2-6. The size of the gain is established by each district. AISD set a goal of 2.0 NCE gains in the basic skills areas of reading (as measured by the ITBS/NAPT Reading Total) and mathematics (as measured by the ITBS/NAPT Mathematics Total). In the advanced skills areas of reading comprehension (as measured by the ITBS/NAPT Reading Comprehension) and mathematics concepts (as measured by the ITBS/NAPT Mathematics Concepts), a goal of 1.0 NCE gain was set. These gains only reflect the low achievers (students who had a 1991 ITBS Reading Comprehension score at or below the 30th percentile).

Figure 10-2 presents these data for all 16 Priority Schools. Winn and Norman, not being funded as Chapter 1 Schoolwide Projects, do not have to do a Chapter 1 improvement plan, but their data are presented for informational purposes. Brooke and Ortega were not on plans in either areas for either year; Sims and Zavala were on plans in both reading and mathematics for 190-91 and made good enough gains to go off the plans for 1991-92; and the remaining schools are on or continuing on plans based on the 1991-92 test data.

## *FIGURE 10-2*
## *MEAN NCE GAINS FOR THE PRIORITY SCHOOLS*
## *1990-91, 1991-92*
## *"WHICH CAMPUSES WILL BE ON A CHAPTER 1 IMPROVEMENT PLAN?"*

| | Reading Comprehension | | Reading Total | | Math Concepts | | Math Total | | |
|---|---|---|---|---|---|---|---|---|---|
| Year | 1990-91 | 1991-92 | 1990-91 | 1991-92 | 1990-91 | 1991-92 | 1990-91 | 1991-92 | Comments |
| School (Desired) | (1.0) | (1.0) | (2.0) | (2.0) | (1.0) | (1.0) | (2.0) | (2.0) | |
| Allan | 2.0 | 5.9 | 2.6 | 4.1 | 2.4 | -0.2 | 0.6 | -0.6 | Continue on math plan |
| Allison | 3.0 | 3.0 | 1.4 | 3.8 | 3.4 | -3.9 | 3.0 | -1.0 | Off reading plan<br>Go on math plan |
| Becker | 2.1 | 5.8 | -0.5 | 2.7 | -1.2 | -7.1 | -2.4 | -2.1 | Off reading plan<br>Continue on math plan |
| Blackshear | 0.9 | 5.8 | -0.1 | 4.9 | 1.3 | -3.8 | -0.6 | -0.1 | Off reading plan<br>Continue on math plan |
| Brooke | 5.4 | 7.3 | 4.7 | 6.4 | 5.4 | 3.3 | 5.5 | 1.8 | Go on math plan |
| Campbell | 3.1 | 5.1 | 1.1 | 4.9 | 6.8 | -5.4 | 6.4 | -3.7 | Go on math plan |
| Govalle | 2.6 | 1.8 | 1.3 | -2.3 | -1.8 | -4.0 | -2.2 | -2.8 | Continue on reading and math plans |
| Metz | 3.0 | 4.1 | 1.3 | 2.6 | 7.5 | -7.8 | 4.0 | -1.3 | Off reading plan<br>Go on math plan |
| *Norman | 3.0 | 3.9 | 2.5 | 2.0 | 1.0 | -9.5 | 0.3 | -6.2 | Continue on math plan |
| Oak Springs | 3.8 | 5.9 | 1.6 | 3.6 | 5.4 | -2.6 | 3.9 | -1.2 | Off reading plan<br>Go on math plan |
| Ortega | 10.4 | 13.5 | 9.9 | 13.9 | 6.2 | 11.7 | 5.7 | 12.4 | No plan |
| Pecan Springs | 4.5 | 4.7 | 2.3 | 4.5 | 1.3 | 3.4 | 0.2 | 4.0 | Off math plan |
| Sanchez | 5.5 | 6.8 | 3.6 | 4.7 | 3.5 | -1.9 | 0.9 | 2.6 | Continue on math plan |
| Sims | 0.8 | 6.0 | 1.4 | 4.8 | 1.9 | 5.5 | 1.4 | 4.9 | Off reading and math plans |
| *Winn | 0.1 | 2.6 | -0.8 | 1.3 | -4.0 | -3.8 | -5.3 | -2.2 | Continue on reading and math plans |
| Zavala | 0.9 | 11.1 | -1.1 | 11.6 | 2.0 | 5.8 | -2.1 | 11.1 | Off reading and math plans |

---

*Not being funded as Chapter 1 Schoolwide Projects, Winn and Norman are not required to do Chapter 1 Improvement Plans

### *10-9. WHAT WERE THE RESULTS OF THE CHAPTER 1-REQUIRED THREE YEAR SCHOOLWIDE PROJECT ACHIEVEMENT COMPARISONS?*

Chapter 1 implemented a new accountability requirement that schools which are Schoolwide Projects must show NCE achievement gains for their low achievers that are better than those of the Chapter 1 Supplementary students in the District, as a group, or better than their own low achievers three years prior to the study. Thirteen of the 16 Priority Schools had to deal with this requirement for 1989-90, 1990-91, and 1991-92. Schools are allowed a three-year period to show this effectiveness and may opt for the best comparison for all three years, two of three years, or just the last year. Districts may do all possible computations and chose which comparison will be done on a school-by-school basis to optimize the continuation of each schoolwide project. If a favorable achievement comparison is not found, that campus must discontinue as a Chapter 1 Schoolwide Project and find other ways to provide the Chapter 1 Program.

In Figure 10-3 are presented the six comparisons. Because the boundary changes affecting all these campuses did not go into effect until 1987-88, the 1986-87 data were reconfigured into the 1987-88 school boundaries to make this comparison.

- Allan, Allison, Becker, Campbell, Govalle, and Oak Springs did not meet this comparison in any of the six possible ways, and therefore, will not be able to continue as Chapter 1 Schoolwide Projects in 1992-93.
- Ortega looked especially strong meeting the criteria in each of the six comparisons.
- Blackshear, Brooke, Sims, and Zavala met the criteria in four or five of the six comparisons.

## *FIGURE 10-3*
## *SCHOOLWIDE PROJECT 3-YEAR ACHIEVEMENT COMPARISONS*

| | | Same School Comparison | | | | | | | Campus vs. Comparison Schools | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | 1989-1992 | | 1991-92 | | 1990-92 | |
| | | 3 Yrs Average | | 3rd Yr Only | | 2 of 3 Yrs Avg | | | 3 Yrs Average | | 3rd Yr Avg. Only | | 2 of 3 Yrs | |
| School | Elig. | 1986-89 | 1989-92 | 1988-89 | 1991-92 | 1987-89 | 1990-92 | Elig | Campus | ComSch | Campus | ComSch | Campus | ComSch |
| Allan | No | +4.2 | +2.5 | +8.7 | +4.1 | +6.3 | +4.2 | No | +2.5 | +4.0 | +4.1 | +4.8 | +4.2 | +4.6 |
| Allison | No | +5.8 | +2.9 | +4.2 | +3.8 | +6.3 | +2.5 | No | +2.5 | +4.0 | +3.8 | +4.8 | +2.5 | +4.6 |
| Becker | No | +4.5 | -0.3 | +6.6 | +2.7 | +5.4 | +0.8 | No | -0.3 | +4.0 | +2.7 | +4.8 | +0.8 | +4.6 |
| Blackshear | Yes | +0.6 | *+1.7 | +2.6 | *+5.2 | +2.6 | *+2.8 | Yes | *+4.3 | +4.0 | *+5.2 | +4.8 | +2.8 | +4.6 |
| Brooke | Yes | +4.2 | *+4.9 | +7.7 | +6.4 | +3.9 | *+5.3 | Yes | *+5.3 | +4.0 | *+6.4 | +4.8 | *+5.3 | +4.6 |
| Campbell | No | +3.0 | +2.3 | +7.7 | +5.5 | +3.9 | +3.0 | Yes | +2.0 | +4.0 | *+5.5 | +4.8 | +3.0 | +4.6 |
| Govalle | No | +7.1 | -0.1 | +4.2 | -2.3 | +5.7 | -0.3 | No | -0.1 | +4.0 | -2.3 | +4.8 | -0.3 | +4.6 |
| Metz | Yes | +5.2 | +2.0 | +3.2 | *+3.3 | +4.7 | +2.4 | No | +1.7 | +4.0 | +3.3 | +4.8 | +2.4 | +4.6 |
| Oak Springs | No | +4.2 | +3.3 | +7.4 | +3.6 | +6.7 | +2.5 | No | +3.0 | +4.0 | +3.6 | +4.8 | +2.5 | +4.6 |
| Ortega | Yes | +3.4 | *+8.7 | +3.3 | *+13.9 | +3.5 | *+11.6 | Yes | *+7.8 | +4.0 | *+13.9 | +4.8 | *+11.6 | +4.6 |
| Sanchez | No | +7.4 | +4.4 | +8.6 | +4.0 | +7.3 | +4.0 | Yes | *+4.0 | +4.0 | +4.0 | +4.8 | +4.0 | +4.6 |
| Sims | Yes | +1.9 | *+3.5 | +0.9 | *+4.8 | +1.2 | *+3.1 | Yes | +3.2 | +4.0 | *+4.9 | +4.8 | +3.1 | +4.6 |
| Zavala | Yes | +2.8 | *+4.0 | +6.2 | *+11.6 | +2.7 | *+4.7 | Yes | +3.2 | +4.0 | *+11.6 | +4.8 | *+4.7 | +4.6 |

LEGEND:* shows when and how a Priority School secured eligibility for SWP continuance.

Comparison School Averages:
3 years average = +4.0
3rd year only average = +4.8
2 of 3 years average = +4.6
ComSch = Comparison Schools

## *10-10. WHAT WERE THE COSTS OF THE PRIORITY SCHOOLS OVER AND ABOVE THEIR REGULAR ALLOCATIONS?*

NOTE: The funds recorded here are allocations, not actual expenditures.

A total of $5,227,578 was allocated to the 16 Priority Schools over and above their regular allocations.

Full-Day Prekindergarten -- The State of Texas funded half-day pre-K; Chapter 1 and AISD provided additional money to fund full-day pre-K at the 16 Priority Schools.

| | |
|---|---|
| Chapter 1 | $ 731,556 |
| AISD | $ 750,455 |

Pupil-Teacher Ratio -- The PTR at the 16 schools was lowered using a combination of local and Chapter 1 funds.

| | |
|---|---|
| Chapter 1 | $1,776,393 |
| AISD | $1,954,032 |

Full-time Staff -- The Priority Schools had additional full-time nonteaching staff members. These included helping teachers, counselors, parent training specialists, and clerks.

| | |
|---|---|
| AISD | $1,319,986 |

Additional Teachers -- Project Teach and Reach Technology allocated money to four campuses to receive Computer-Assisted Instruction laboratories. Teachers provided supplementary reading and/or mathematic instruction for African American children who scored below the 50th percentile on the ITBS.

| | |
|---|---|
| AISD | $ 240,000 |

Support Services -- The Priority Schools received funds for a variety of instructional support services. All 16 received money from Chapter 2 for direct student instruction, educational materials, and transportation; and all were given innovative funds.

| | |
|---|---|
| AISD | $ 138,360 |
| Chapter 2 | $ 27,397 |

Portable Buildings -- During the 1991-92 school year, one new portable was built at a Priority School (Allison) with AISD funds. Repairs were performed at Pecan Springs and Winn. No relocations were made.

| | |
|---|---|
| AISD | $ 65,792 |

Figure 10-4 presents the summary allocation data by area, and Figure 10-5 is a graphic representation of the allocations by the three main areas: staffing, support services, and portable buildings.

### *FIGURE 10-4*
### *SUMMARY OF EXTRA FUNDS ALLOCATED TO THE PRIORITY SCHOOLS*
### *1991-92*

STAFFING

| | | |
|---|---|---|
| $1,954,032 | Lower PTR | 37.4% |
| $1,319,986 | Additional Staff | 25.3% |
| $1,482,011 | Full-Day Pre-K | 28.3% |
| $ 240,000 | Teach and Reach Technology | 4.6% |
| $4,996,029 | | 95.6% |

SUPPORT SERVICES

| | | |
|---|---|---|
| $ 138,360 | Innovative Funds | 2.6% |
| $ 27,397 | TAAS Improvement | .5% |
| $ 165,757 | | 3.1% |

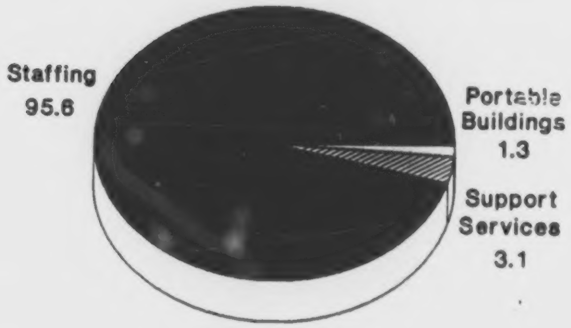
PORTABLE BUILDINGS

| | | |
|---|---|---|
| $ 51,933 | New Construction | 1.0% |
| $ 13,859 | Repairs | .3% |
| $ 65,792 | | 1.3% |

TOTALS

| | | |
|---|---|---|
| $4,996,029 | Staffing | 95.6% |
| $ 165,757 | Support Services | 3.1% |
| $ 65,792 | Portable Buildings | 1.3% |
| $5,227,578 | | 100% |

### *FIGURE 10-5*
### *PERCENTAGES OF PRIORITY SCHOOLS FUNDS ALLOCATED TO EACH MAJOR AREA, 1991-92*



To compare the differences in allocations between the third, fourth, and fifth year of funding, Figure 10-6 was prepared. In 1991-92, there were two components with increased allocations and four with a decrease. The total difference in allocations for 1989-90 and 1990-91 was $428,023. The total difference in allocations for 1990-91 and 1991-92 was $125,334.

### *FIGURE 10-6*
### *ALLOCATION COMPARISON FOR THE PRIORITY SCHOOLS AISD FUNDS, 1989-90, 1990-91, AND 1991-92*

| | 1989-90 | 1990-91 | 1991-92 | CHANGE IN 89-90 & 90-91 | CHANGE IN 90-91 & 91-92 |
|---|---|---|---|---|---|
| Full-day PreKindergarten | $ 558,990 | $ 702,992 | $ 750,455 | + 144,002 | + 47,463 |
| Pupil-Teacher Ratio | 2,056,522 | 2,149,969 | 1,954,032 | + 93,447 | -195,937 |
| Full-time Staff | 1,185,262 | 1,340,696 | 1,319,986 | + 155,443 | - 20,710 |
| Additional Teachers | 155,494 | 125,441 | 240,000 | - 30,053 | +114 559 |
| Support Services | 138,378 | 143,643 | 138,360 | + 5,265 | - 5,283 |
| Portable Buildings | 71,290 | 131,218 | 65,792 | + 59,928 | - 65,426 |
| TOTAL | 4,165,936 | 4,593,959 | 4,468,625 | + 428,023 | -125,334 |

## *ATTACHMENTS*

| | | |
|---|---|---|
| Attachment 1-1. | School Climate/Effectiveness Items (Anonymous Professional Survey) for Priority Schools and Other Elementary Schools | 101 |
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## *ATTACHMENT 1-1*

### *School Climate/Effectiveness Items*

(Anonymous Professional Survey). The results of these 24 items administered in the spring of 1992 are summarized for the Priority Schools as a group and for the other elementary schools as a group.

**AUSTIN INDEPENDENT SCHOOL DISTRICT**

DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH & EVALUATION
SUMMARIES

**DISTRICTWIDE SURVEY OF PROFESSIONALS 1991-92**

SCHOOL CLIMATE/EFFECTIVENESS ITEMS
CONFIDENTIAL WORKING DRAFT
03/11/92

| | | | RESPONSES | | | | | | RETURN RATE | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ITEMS | RESPONSES OF: | | STRONGLY AGREE(SA) | AGREE(A) | DISAGREE(D) | STRONGLY DISAGREE(SD) | SA+A | D+SD | # SENT | # / % RETURNED | # BLANK/ INVALID | # / % VALID |
| 1. OUR SCHOOL STAFF HAS HIGH EXPECTATIONS FOR SUCCESS. | AISD PRIORITY SCHS | % | 59 | 37 | 3 | 1 | 96 | 4 | 619 | 578/ 93 | 2 | 576/ 93 |
| 2. OUR SCHOOL STAFF BELIEVES AND DEMONSTRATES THAT ALL STUDENTS CAN ATTAIN MASTERY. | AISD PRIORITY SCHS | % | 41 | 49 | 9 | 1 | 90 | 10 | 619 | 578/ 93 | 3 | 575/ 93 |
| 3. OUR SCHOOL HAS A SAFE CLIMATE. | AISD PRIORITY SCHS | % | 43 | 42 | 12 | 3 | 85 | 15 | 619 | 578/ 93 | 0 | 578/ 93 |
| 4. OUR SCHOOL HAS AN ORDERLY, PURPOSEFUL, BUSINESSLIKE CLIMATE. | AISD PRIORITY SCHS | % | 38 | 46 | 12 | 4 | 84 | 16 | 619 | 578/ 93 | 0 | 578/ 93 |
| 5. OUR SCHOOL HAS A CLEAR AND FOCUSED MISSION THROUGH WHICH OUR ENTIRE STAFF SHARES AN UNDERSTANDING AND COMMITMENT TO SCHOOL GOALS. | AISD PRIORITY SCHS | % | 39 | 47 | 11 | 2 | 86 | 14 | 619 | 578/ 93 | 3 | 575/ 93 |
| 6. OUR SCHOOL STAFF WORKS TOGETHER TO IMPROVE INSTRUCTION. | AISD PRIORITY SCHS | % | 37 | 46 | 13 | 3 | 83 | 17 | 619 | 578/ 93 | 3 | 575/ 93 |
| 7. OUR CLASSROOMS ARE CHARACTERIZED BY STUDENTS ACTIVELY ENGAGED IN LEARNING. | AISD PRIORITY SCHS | % | 46 | 49 | 4 | 1 | 95 | 5 | 619 | 578/ 93 | 3 | 575/ 93 |
| 8. AT OUR SCHOOL THERE IS FREQUENT MONITORING OF STUDENT PROGRESS. THE RESULTS OF ASSESSMENTS ARE USED TO IMPROVE INDIVIDUAL STUDENT PROFICIENCY. | AISD PRIORITY SCHS | % | 39 | 50 | 9 | 1 | 90 | 10 | 619 | 578/ 93 | 7 | 571/ 92 |
| 9. OUR SCHOOL HAS POSITIVE RELATIONS WITH THE HOME AND SCHOOL COMMUNITY. | AISD PRIORITY SCHS | % | 35 | 54 | 10 | 1 | 89 | 11 | 619 | 578/ 93 | 2 | 576/ 93 |
| 10. THE CHANNELS OF COMMUNICATION AMONG THE FACULTY, ADMINISTRATORS, AND OTHER STAFF AT MY BUILDING ARE OPEN AND ADEQUATE. | AISD PRIORITY SCHS | % | 25 | 46 | 21 | 8 | 71 | 29 | 619 | 578/ 93 | 4 | 574/ 93 |
| 11. THERE IS COLLABORATIVE PLANNING AND DECISION MAKING IN MY SCHOOL. | AISD PRIORITY SCHS | % | 31 | 50 | 14 | 5 | 81 | 19 | 619 | 578/ 93 | 2 | 576/ 93 |
| 12. OVERALL, STUDENTS ARE WELL BEHAVED IN THIS SCHOOL. | AISD PRIORITY SCHS | % | 28 | 54 | 14 | 4 | 82 | 18 | 619 | 578/ 93 | 5 | 573/ 93 |

## AUSTIN INDEPENDENT SCHOOL DISTRICT

DEPARTMENT OF MANAGEMENT INFORMATION
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## DISTRICTWIDE SURVEY OF PROFESSIONALS 1991-92

SCHOOL CLIMATE/EFFECTIVENESS ITEMS
CONFIDENTIAL WORKING DRAFT
03/11/92

| | | | RESPONSES | | | | | | RETURN RATE | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ITEMS | RESPONSES OF: | | STRONGLY AGREE(SA) | AGREE(A) | DISAGREE(D) | STRONGLY DISAGREE(SD) | SA+A | D+SD | # SENT | # / % RETURNED | # BLANK/ INVALID | # / % VALID |
| 13. ADEQUATE RESOURCES (E.G., TEXTBOOKS, TEACHER GUIDES, AND OTHER MATERIALS) ARE AVAILABLE TO ME. | AISD PRIORITY SCHS | % | 35 | 44 | 16 | 5 | 79 | 21 | 619 | 578/ 93 | 6 | 572/ 92 |
| 14. THE GENERAL SCHOOL CLIMATE IS CONDUCIVE TO LEARNING. | AISD PRIORITY SCHS | % | 39 | 54 | 6 | 1 | 93 | 7 | 619 | 578/ 93 | 2 | 576/ 93 |
| 15. THE PRINCIPAL IS WILLING TO DISCUSS PROBLEMS WITH PROFESSIONALS. | AISD PRIORITY SCHS | % | 48 | 39 | 8 | 4 | 87 | 13 | 619 | 578/ 93 | 5 | 573/ 93 |
| 16. MY DECISIONS AS A PROFESSIONAL ARE SUPPORTED AND RESPECTED BY MY CAMPUS ADMINISTRATOR(S). | AISD PRIORITY SCHS | % | 42 | 43 | 11 | 3 | 85 | 15 | 619 | 578/ 93 | 6 | 572/ 92 |
| 17. MY CONTINUED GROWTH AS A PROFESSIONAL IS SUPPORTED BY STAFF DEVELOPMENT/TRAINING PROVIDED THROUGH MY CAMPUS. | AISD PRIORITY SCHS | % | 41 | 48 | 9 | 2 | 89 | 11 | 619 | 578/ 93 | 2 | 576/ 93 |
| 18. JOB PERFORMANCE APPRAISALS ON THIS CAMPUS ARE FAIR AND REPRESENTATIVE OF ACTUAL JOB PERFORMANCE. | AISD PRIORITY SCHS | % | 38 | 43 | 14 | 5 | 81 | 19 | 619 | 578/ 93 | 12 | 566/ 91 |
| 19. OUR FACULTY MEETINGS ARE WELL PLANNED AND PRODUCTIVE. | AISD PRIORITY SCHS | % | 33 | 51 | 12 | 4 | 84 | 16 | 619 | 578/ 93 | 9 | 569/ 92 |
| 20. NEW SCHOOL POLICIES ARE EXPLAINED TO ME TO MY SATISFACTION. | AISD PRIORITY SCHS | % | 32 | 50 | 13 | 4 | 83 | 17 | 619 | 578/ 93 | 20 | 558/ 90 |
| 21. THE RESOLUTION OF CONFLICT OR PROBLEMS IS ADDRESSED POSITIVELY IN THIS SCHOOL. | AISD PRIORITY SCHS | % | 25 | 52 | 16 | 6 | 78 | 22 | 619 | 578/ 93 | 53 | 525/ 85 |
| 22. STAFF ACHIEVEMENTS ARE RECOGNIZED. | AISD PRIORITY SCHS | % | 31 | 47 | 18 | 4 | 78 | 22 | 619 | 578/ 93 | 43 | 535/ 86 |
| 23. AN EFFORT IS MADE TO KEEP PAPERWORK REQUIRED BY MY CAMPUS TO A MINIMUM LEVEL. | AISD PRIORITY SCHS | % | 25 | 53 | 16 | 6 | 78 | 22 | 619 | 578/ 93 | 48 | 530/ 86 |
| 24. THE MORALE OF THIS STAFF IS GENERALLY HIGH. | AISD PRIORITY SCHS | % | 20 | 51 | 18 | 11 | 71 | 29 | 619 | 578/ 93 | 46 | 532/ 86 |

**AUSTIN INDEPENDENT SCHOOL DISTRICT**

DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH & EVALUATION
SUMMARIES

**DISTRICTWIDE SURVEY OF PROFESSIONALS 1991-92**

SCHOOL CLIMATE/EFFECTIVENESS ITEMS
CONFIDENTIAL WORKING DRAFT
03/11/92

| ITEMS | RESPONSES OF: | | RESPONSES STRONGLY AGREE(SA) | AGREE(A) | DISAGREE(D) | STRONGLY DISAGREE(SD) | SA+A | D+SD | RETURN RATE # SENT | # / % RETURNED | # BLANK/ INVALID | # / % VALID |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. OUR SCHOOL STAFF HAS HIGH EXPECTATIONS FOR SUCCESS. | AISD<br>NON-PRIORITY | % | 69 | 28 | 3 | 0 | 97 | 3 | 2070 | 1956/ 94 | 5 | 1951/ 94 |
| 2. OUR SCHOOL STAFF BELIEVES AND DEMONSTRATES THAT ALL STUDENTS CAN ATTAIN MASTERY. | AISD<br>NON-PRIORITY | % | 52 | 42 | 6 | 1 | 94 | 6 | 2070 | 1956/ 94 | 4 | 1952/ 94 |
| 3. OUR SCHOOL HAS A SAFE CLIMATE. | AISD<br>NON-PRIORITY | % | 53 | 39 | 6 | 2 | 92 | 8 | 2070 | 1956/ 94 | 7 | 1949/ 94 |
| 4. OUR SCHOOL HAS AN ORDERLY, PURPOSEFUL, BUSINESSLIKE CLIMATE. | AISD<br>NON-PRIORITY | % | 49 | 42 | 7 | 2 | 91 | 9 | 2070 | 1956/ 94 | 6 | 1950/ 94 |
| 5. OUR SCHOOL HAS A CLEAR AND FOCUSED MISSION THROUGH WHICH OUR ENTIRE STAFF SHARES AN UNDERSTANDING AND COMMITMENT TO SCHOOL GOALS. | AISD<br>NON-PRIORITY | % | 53 | 38 | 7 | 1 | 92 | 8 | 2070 | 1956/ 94 | 6 | 1950/ 94 |
| 6. OUR SCHOOL STAFF WORKS TOGETHER TO IMPROVE INSTRUCTION. | AISD<br>NON-PRIORITY | % | 50 | 40 | 8 | 1 | 90 | 10 | 2070 | 1956/ 94 | 4 | 1952/ 94 |
| 7. OUR CLASSROOMS ARE CHARACTERIZED BY STUDENTS ACTIVELY ENGAGED IN LEARNING. | AISD<br>NON-PRIORITY | % | 58 | 39 | 3 | 0 | 97 | 3 | 2070 | 1956/ 94 | 6 | 1950/ 94 |
| 8. AT OUR SCHOOL THERE IS FREQUENT MONITORING OF STUDENT PROGRESS. THE RESULTS OF ASSESSMENTS ARE USED TO IMPROVE INDIVIDUAL STUDENT PROFICIENCY. | AISD<br>NON-PRIORITY | % | 50 | 45 | 5 | 1 | 95 | 5 | 2070 | 1956/ 94 | 16 | 1940/ 94 |
| 9. OUR SCHOOL HAS POSITIVE RELATIONS WITH THE HOME AND SCHOOL COMMUNITY. | AISD<br>NON-PRIORITY | % | 45 | 47 | 7 | 1 | 92 | 8 | 2070 | 1956/ 94 | 7 | 1949/ 94 |
| 10. THE CHANNELS OF COMMUNICATION AMONG THE FACULTY, ADMINISTRATORS, AND OTHER STAFF AT MY BUILDING ARE OPEN AND ADEQUATE. | AISD<br>NON-PRIORITY | % | 37 | 43 | 15 | 4 | 80 | 20 | 2070 | 1956/ 94 | 15 | 1941/ 94 |
| 11. THERE IS COLLABORATIVE PLANNING AND DECISION MAKING IN MY SCHOOL. | AISD<br>NON-PRIORITY | % | 40 | 43 | 13 | 3 | 84 | 16 | 2070 | 1956/ 94 | 12 | 1944/ 94 |
| 12. OVERALL, STUDENTS ARE WELL BEHAVED IN THIS SCHOOL. | AISD<br>NON-PRIORITY | % | 32 | 50 | 13 | 5 | 82 | 18 | 2070 | 1956/ 94 | 8 | 1948/ 94 |

Attachment 1-1 (Page 3 of 4)

## AUSTIN INDEPENDENT SCHOOL DISTRICT

DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH & EVALUATION
SUMMARIES

## DISTRICTWIDE SURVEY OF PROFESSIONALS 1991-92

SCHOOL CLIMATE/EFFECTIVENESS ITEMS
CONFIDENTIAL WORKING DRAFT
03/11/92

| | | | RESPONSES | | | | | | RETURN RATE | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ITEMS | RESPONSES OF: | — | STRONGLY AGREE(SA) | AGREE(A) | DISAGREE(D) | STRONGLY DISAGREE(SD) | SA+A | D+SD | # SENT | # / % RETURNED | # BLANK/ INVALID | # / % VALID |
| 13. ADEQUATE RESOURCES (E.G., TEXTBOOKS, TEACHER GUIDES, AND OTHER MATERIALS) ARE AVAILABLE TO ME. | AISD NON-PRIORITY | % | 38 | 43 | 16 | 4 | 80 | 20 | 2070 | 1956/ 94 | 15 | 1941/ 94 |
| 14. THE GENERAL SCHOOL CLIMATE IS CONDUCIVE TO LEARNING. | AISD NON-PRIORITY | % | 52 | 43 | 4 | 1 | 95 | 5 | 2070 | 1956/ 94 | 3 | 1953/ 94 |
| 15. THE PRINCIPAL IS WILLING TO DISCUSS PROBLEMS WITH PROFESSIONALS. | AISD NON-PRIORITY | % | 54 | 36 | 7 | 3 | 90 | 10 | 2070 | 1956/ 94 | 10 | 1946/ 94 |
| 16. MY DECISIONS AS A PROFESSIONAL ARE SUPPORTED AND RESPECTED BY MY CAMPUS ADMINISTRATOR(S). | AISD NON-PRIORITY | % | 47 | 40 | 10 | 3 | 87 | 13 | 2070 | 1956/ 94 | 11 | 1945/ 94 |
| 17. MY CONTINUED GROWTH AS A PROFESSIONAL IS SUPPORTED BY STAFF DEVELOPMENT/TRAINING PROVIDED THROUGH MY CAMPUS. | AISD NON-PRIORITY | % | 44 | 47 | 8 | 1 | 91 | 9 | 2070 | 1956/ 94 | 14 | 1942/ 94 |
| 18. JOB PERFORMANCE APPRAISALS ON THIS CAMPUS ARE FAIR AND REPRESENTATIVE OF ACTUAL JOB PERFORMANCE. | AISD NON-PRIORITY | % | 42 | 46 | 9 | 3 | 88 | 12 | 2070 | 1956/ 94 | 18 | 1938/ 94 |
| 19. OUR FACULTY MEETINGS ARE WELL PLANNED AND PRODUCTIVE. | AISD NON-PRIORITY | % | 40 | 47 | 11 | 3 | 87 | 13 | 2070 | 1956/ 94 | 11 | 1945/ 94 |
| 20. NEW SCHOOL POLICIES ARE EXPLAINED TO ME TO MY SATISFACTION. | AISD NON-PRIORITY | % | 38 | 50 | 10 | 2 | 88 | 12 | 2070 | 1956/ 94 | 57 | 1899/ 92 |
| 21. THE RESOLUTION OF CONFLICT OR PROBLEMS IS ADDRESSED POSITIVELY IN THIS SCHOOL. | AISD NON-PRIORITY | % | 35 | 47 | 15 | 4 | 81 | 19 | 2070 | 1956/ 94 | 218 | 1738/ 84 |
| 22. STAFF ACHIEVEMENTS ARE RECOGNIZED. | AISD NON-PRIORITY | % | 38 | 46 | 13 | 3 | 84 | 16 | 2070 | 1956/ 94 | 197 | 1759/ 85 |
| 23. AN EFFORT IS MADE TO KEEP PAPERWORK REQUIRED BY MY CAMPUS TO A MINIMUM LEVEL. | AISD NON-PRIORITY | % | 24 | 50 | 20 | 6 | 74 | 26 | 2070 | 1956/ 94 | 202 | 1754/ 85 |
| 24. THE MORALE OF THIS STAFF IS GENERALLY HIGH. | AISD NON-PRIORITY | % | 30 | 45 | 18 | 7 | 75 | 25 | 2070 | 1956/ 94 | 201 | 1755/ 85 |

## *ATTACHMENT 2-1*

# *Effective Schools Standards Report*

This attachment contains the definitions of the Effective Schools Standards. The report for each Priority School is included, as is one for the Priority Schools as a group, one for the other elementary schools as a group and one for AISD elementary schools as a whole.

Effective School Standard Description

Elementary School Summary

Priority School Summary

Non-Priority School Summary

Individual Priority Schools Summaries

# AUSTIN INDEPENDENT SCHOOL DISTRICT
## Department of Management Information
## Office of Research and Evaluation

## Effective School Standards

**The principals of Austin's Priority Schools have developed common standards which describe an effective school. The reverse side of this sheet reports how well this school met the standards for 1987-88, 1988-89, 1989-90, 1990-91, and 1991-92.**

**Student Attendance:** An effective school is one with an average student percent of attendance of 95% or more.

**Staff Attendance:** Teachers at an effective school have an average absence rate of five or fewer days of sick and personal leave each year. Teachers who take maternity leave or have extended absences (in excess of five consecutive days) may be excluded.

**Statewide Test Performance:** On the statewide test, effective schools have 85% or more of their students mastering all tests. Futhermore, when the students are disaggregated by sex, ethnicity, and income level, there should be no more than a 7% difference in statewide test mastery on each test for disaggregated groups with at least 20 students.

For the purpose of evaluating this standard, scores will be combined by test area across grades 1, 3, and 5. To meet the standard, 85% of the students taking each test (mathematics, reading, and writing) for a valid score must meet mastery. Therefore, if 85% or more of the students reached mastery in mathematics and reading, but only 83% met mastery in writing, the school would not be classified as effective. In addition, any school having 20 or more students taking the Spanish statewide test will be required to reach the 85% mastery level on each Spanish test. Groups with fewer than 20 students have been left blank on the reverse side.

**ITBS Performance:** For grades 1-5, the median schoolwide ITBS Composite score is at least the 50th percentile in an effective school, and fewer than 10% of the students are in the bottom quartile. When scores are disaggregated by sex, ethnicity, and income, an effective school is equally effective for all groups. For groups with 20 or more students, there is no more than a 7 percentile point difference between groups--boys and girls, etc. Groups with fewer than 20 students have been left blank on the reverse side.

Limited-English-proficient students dominate in a language other than English (LEP A and B) and students receiving one or more hours of Special Education instruction per day are excluded from the analysis.

**Parent Evaluation:** Based on parent a questionnaire, 75% or more of the parents think an effective school is effective. For the purpose of evaluating this standard, a questionnaire will be sent to a sample of parents from each school.

### Standard for Improving Schools

The effective school standards are long-range objectives for the Priority Schools. Until a school meets the standard for an effective school, it may be designated an improving school if it meets the standard below.

An improving school is one for which the percentage of students mastering each statewide test areas (mathematics, reading, and writing) meets or exceeds the percentage listed below:

| Year | Statewide Test Performance Standard |
|---|---|
| 1988 | 70% Mastery |
| 1989 | 70% Mastery |
| 1990 | 80% Mastery |
| 1991 | 85% Mastery |
| 1992 | 85% Mastery |

The percentage is to be calculated by combining students across grade levels for each subtest. Also, schools with 20 or more students tested in Spanish must meet the standard in each language.

# EFFECTIVE SCHOOL STANDARDS REPORT 1991-92

## ELEMENTARY SCHOOL SUMMARY

**AUSTIN INDEPENDENT SCHOOL DISTRICT**
**DEPARTMENT OF MANAGEMENT INFORMATION**
**OFFICE OF RESEARCH AND EVALUATION**

| 1992 DATA | | | | | STANDARD | MET? | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 1988 | 1989 | 1990 | 1991 | 1992 |
| 1. Student average percent of attendance | | | | 95.8 | 95% or greater | YES | YES | YES | YES | YES |
| 2. Average number of teacher absences | | | | 4.5 | 5 or fewer days | NO | YES | NO | NO | YES |
| 3. **TAAS:** Percent Mastery | | Math | Reading | Writing | | | | | | |
| **ENGLISH** | | | | | | | | | | |
| ALL | (N= 9536) | 71% | 70% | 66% | 85% or greater | NO | YES | NO | NO | NO |
| Boys | (N= 4772) | 69% | 66% | 59% | Difference 7% or less by: | | | | | |
| Girls | (N= 4764) | 72% | 74% | 73% | | | | | | |
| Low Income | (N= 4515) | 59% | 57% | 55% | Sex | YES | YES | YES | NO | NO |
| Non-Low Income | (N= 5021) | 81% | 82% | 76% | Income | NO | NO | NO | NO | NO |
| Black | (N= 1758) | 51% | 54% | 54% | | | | | | |
| Hispanic | (N= 3154) | 63% | 59% | 58% | Ethnicity | NO | NO | NO | NO | NO |
| Other | (N= 4624) | 83% | 83% | 76% | | | | | | |
| | | Math | Reading | Writing | | | | | | |
| **SPANISH** | | | | | | | | | | |
| ALL | (N= 307) | 82% | 65% | 53% | 85% or greater | YES | YES | YES | NO | NO |
| Boys | (N= 151) | 84% | 65% | 52% | | | | | | |
| Girls | (N= 155) | 80% | 64% | 54% | | | | | | |
| Low Income | (N= 301) | 82% | 64% | 53% | Difference 7% or less by: | | | | | |
| Non-Low Income | (N= 6) | -% | -% | -% | | | | | | |
| | | | | | Sex | YES | YES | YES | NO | YES |
| | | | | | Income | NO | - | - | - | - |
| 4. **ITBS/NAPT** Composite Achievement | | | | | | | | | | |
| Percent in bottom quartile | | | | 18% | Fewer than 10% | NO | NO | NO | NO | NO |
| Median Percentile: ALL | (N=24343) | 64 | | | 50 or greater | YES | NO | YES | YES | YES |
| Boys | (N=11882) | 63 | | | Difference 7%iles or less by: | | | | | |
| Girls | (N=12431) | 66 | | | | | | | | |
| Low Income | (N=11349) | 44 | | | | | | | | |
| Non-Low Income | (N=12994) | 81 | | | Sex | YES | YES | YES | YES | YES |
| Black | (N= 4326) | 42 | | | Income | NO | NO | NO | NO | NO |
| Hispanic | (N= 7772) | 47 | | | | | | | | |
| Other | (N=12157) | 82 | | | Ethnicity | NO | NO | NO | NO | NO |

5. **Parent Evaluation**

My child's school is an effective (excellent) school.

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Don't Know/Not Applicable | STANDARD | 1988 | 1989 | 1990 | 1991 | 1992 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 34% | 47% | 14% | 3% | 1% | 1% | 75% or more Agree or Strongly Agree | YES | YES | YES | YES | YES |

| | | STANDARD | 1988 | 1989 | 1990 | 1991 | 1992 |
|---|---|---|---|---|---|---|---|
| IS THIS SCHOOL AN IMPROVING SCHOOL? | (1988 Standard) | 70% TEAMS mastery | YES | | | | |
| | (1989 Standard) | 75% TEAMS mastery | | YES | | | |
| | (1990 Standard) | 80% TEAMS mastery | | | YES | | |
| | (1991 Standard) | 85% TAAS mastery | | | | NO | |
| | (1992 Standard) | 85% TAAS mastery | | | | | NO |
| DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS? | | All of the above. | NO | NO | NO | NO | NO |
| IS THIS SCHOOL AN EFFECTIVE SCHOOL? | | Standards met for 2 consecutive years. | N/A | N/A | N/A | N/A | N/A |

91.04

# EFFECTIVE SCHOOL STANDARDS REPORT 1991-92

## PRIORITY SCHOOL SUMMARY

Attachment 2-1 (Page 3 of 20)

**AUSTIN INDEPENDENT SCHOOL DISTRICT**

**DEPARTMENT OF MANAGEMENT INFORMATION**
**OFFICE OF RESEARCH AND EVALUATION**

| 1992 DATA | | | | | | STANDARD | MET? | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 1988 | 1989 | 1990 | 1991 | 1992 |
| 1. Student average percent of attendance | | | | | 95.8 | 95% or greater | YES | YES | YES | YES | YES |
| 2. Average number of teacher absences | | | | | 4.3 | 5 or fewer days | NO | YES | NO | YES | YES |
| 3. **TAAS:** Percent Mastery | | Math | Reading | Writing | | | | | | | |
| **ENGLISH** | | | | | | | | | | | |
| ALL | (N= 1604) | 57% | 53% | 57% | | 85% or greater | NO | NO | NO | NO | NO |
| Boys | (N= 816) | 54% | 46% | 49% | | Difference 7% or less by: | | | | | |
| Girls | (N= 788) | 60% | 61% | 65% | | | | | | | |
| Low Income | (N= 1365) | 55% | 50% | 55% | | Sex | YES | YES | NO | NO | NO |
| Non-Low Income | (N= 239) | 70% | 72% | 69% | | Income | YES | NO | NO | NO | NO |
| Black | (N= 605) | 49% | 52% | 55% | | Ethnicity | NO | NO | NO | NO | NO |
| Hispanic | (N= 946) | 61% | 53% | 58% | | | | | | | |
| Other | (N= 53) | 68% | 74% | 58% | | | | | | | |
| **SPANISH** | | Math | Reading | Writing | | | | | | | |
| ALL | (N= 111) | 84% | 65% | 58% | | 85% or greater | YES | YES | YES | NO | NO |
| Boys | (N= 53) | 87% | 65% | 60% | | | | | | | |
| Girls | (N= 58) | 81% | 64% | 56% | | | | | | | |
| Low Income | (N= 107) | 84% | 63% | 58% | | Difference 7% or less by: | | | | | |
| Non-Low Income | (N= 4) | -% | -% | -% | | | | | | | |
| | | | | | | Sex | NO | YES | - | YES | YES |
| | | | | | | Income | - | - | - | NO | - |
| 4. **ITBS/NAPT** Composite Achievement | | | | | | | | | | | |
| Percent in bottom quartile | | | | | 33% | Fewer than 10% | NO | NO | NO | NO | NO |
| Median Percentile: **ALL** | (N= 4207) | 40 | | | | 50 or greater | NO | NO | NO | NO | NO |
| Boys | (N= 2058) | 38 | | | | Difference 7%iles or less by: | | | | | |
| Girls | (N= 2141) | 42 | | | | | | | | | |
| Low Income | (N= 3601) | 38 | | | | | | | | | |
| Non-Low Income | (N= 606) | 57 | | | | Sex | YES | YES | YES | YES | YES |
| Black | (N= 1603) | 38 | | | | Income | NO | NO | NO | NO | NO |
| Hispanic | (N= 2397) | 40 | | | | | | | | | |
| Other | (N= 168) | 60 | | | | Ethnicity | NO | NO | NO | NO | NO |
| 5. **Parent Evaluation** | | | | | | | | | | | |
| My child's school is an effective (excellent) school. | | | | | | | | | | | |
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Don't Know/Not Applicable | 75% or more Agree or Strongly Agree | YES | YES | YES | YES | YES |
| 37% | 43% | 15% | 3% | 1% | 1% | | | | | | |
| **IS THIS SCHOOL AN IMPROVING SCHOOL?** | | | | | (1988 Standard) | 70% TEAMS mastery | YES | | | | |
| | | | | | (1989 Standard) | 75% TEAMS mastery | | YES | | | |
| | | | | | (1990 Standard) | 80% TEAMS mastery | | | NO | | |
| | | | | | (1991 Standard) | 85% TAAS mastery | | | | NO | |
| | | | | | (1992 Standard) | 85% TAAS mastery | | | | | NO |
| **DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS?** | | | | | | All of the above. | N/A | NO | NO | NO | NO |
| **IS THIS SCHOOL AN EFFECTIVE SCHOOL?** | | | | | | Standards met for 2 consecutive years. | N/A | NO | NO | NO | NO |

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Attachment 2-1 (Page 4 of 20)

# EFFECTIVE SCHOOL STANDARDS REPORT
# 1991-92

## NON-PRIORITY SCHOOL SUMMARY

**AUSTIN INDEPENDENT SCHOOL DISTRICT**
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

| 1992 DATA | | | | | STANDARD | MET? | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 1988 | 1989 | 1990 | 1991 | 1992 |
| 1. Student average percent of attendance | | | | 95.9 | 95% or greater | YES | YES | YES | YES | YES |
| 2. Average number of teacher absences | | | | 4.5 | 5 or fewer days | NO | YES | NO | NO | YES |
| 3. **TAAS**: Percent Mastery | | Math | Reading | Writing | | | | | | |
| **ENGLISH** | | | | | | | | | | |
| **ALL** | (N= 7932) | 73% | 73% | 68% | 85% or greater | NO | YES | NO | NO | NO |
| Boys | (N= 3956) | 72% | 70% | 61% | Difference 7% or less by: | | | | | |
| Girls | (N= 3976) | 74% | 77% | 74% | | | | | | |
| Low Income | (N= 3150) | 61% | 59% | 55% | Sex | YES | YES | YES | NO | NO |
| Non-Low Income | (N= 4782) | 81% | 83% | 76% | Income | NO | NO | NO | NO | NO |
| Black | (N= 1153) | 52% | 55% | 54% | Ethnicity | NO | NO | NO | NO | NO |
| Hispanic | (N= 2208) | 64% | 62% | 58% | | | | | | |
| Other | (N= 4571) | 83% | 83% | 76% | | | | | | |
| | | Math | Reading | Writing | | | | | | |
| **SPANISH** | | | | | | | | | | |
| **ALL** | (N= 192) | 81% | 65% | 50% | 85% or greater | YES | NO | YES | NO | NO |
| Boys | (N= 96) | 83% | 65% | 47% | | | | | | |
| Girls | (N= 96) | 80% | 64% | 53% | | | | | | |
| Low Income | (N= 190) | 81% | 64% | 50% | Difference 7% or less by: | | | | | |
| Non-Low Income | (N= 2) | -% | -% | -% | | | | | | |
| | | | | | Sex | YES | YES | NO | NO | YES |
| | | | | | Income | - | - | - | - | - |
| 4. **ITBS/NAPT** Composite Achievement | | | | | | | | | | |
| Percent in bottom quartile | | | | 15% | Fewer than 10% | NO | NO | NO | NO | NO |
| Median Percentile: **ALL** | (N=20136) | | 70 | | 50 or greater | YES | YES | YES | YES | YES |
| Boys | (N= 9824) | | 68 | | Difference 7%iles or less by: | | | | | |
| Girls | (N=10290) | | 71 | | | | | | | |
| Low Income | (N= 7748) | | 48 | | | | | | | |
| Non-Low Income | (N=12388) | | 81 | | Sex | YES | YES | YES | YES | YES |
| Black | (N= 2723) | | 44 | | Income | NO | NO | NO | NO | NO |
| Hispanic | (N= 5375) | | 49 | | | | | | | |
| Other | (N=11989) | | 82 | | Ethnicity | NO | NO | NO | NO | NO |
| 5. **Parent Evaluation**<br>My child's school is an effective (excellent) school.<br>Strongly Agree 34%<br>Agree 48%<br>Neutral 14%<br>Disagree 3%<br>Strongly Disagree 1%<br>Don't Know/Not Applicable 1% | | | | | 75% or more Agree or Strongly Agree | - | YES | YES | YES | YES |
| IS THIS SCHOOL AN IMPROVING SCHOOL? | (1988 Standard) | | | | 70% TEAMS mastery | YES | | | | |
| | (1989 Standard) | | | | 75% TEAMS mastery | | YES | | | |
| | (1990 Standard) | | | | 80% TEAMS mastery | | | YES | | |
| | (1991 Standard) | | | | 85% TAAS mastery | | | | NO | |
| | (1992 Standard) | | | | 85% TAAS mastery | | | | | NO |
| DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS? | | | | | All of the above. | NO | NO | NO | NO | NO |
| IS THIS SCHOOL AN EFFECTIVE SCHOOL? | | | | | Standards met for 2 consecutive years. | N/A | N/A | N/A | N/A | N/A |

91.04
# EFFECTIVE SCHOOL STANDARDS REPORT
# 1991-92

**ALLAN ELEMENTARY**

Attachment 2-1 (Page 5 of 20)
**AUSTIN INDEPENDENT SCHOOL DISTRICT**
**DEPARTMENT OF MANAGEMENT INFORMATION**
**OFFICE OF RESEARCH AND EVALUATION**

| 1992 DATA | | | | | STANDARD | MET? 1988 | 1989 | 1990 | 1991 | 1992 |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. Student average percent of attendance | | | | 95.4 | 95% or greater | YES | NO | YES | YES | YES |
| 2. Average number of teacher absences | | | | 5.3 | 5 or fewer days | NO | NO | NO | NO | NO |
| 3. **TAAS:** Percent Mastery | | Math | Reading | Writing | | | | | | |
| **ENGLISH** | | | | | 85% or greater | NO | NO | NO | NO | NO |
| ALL | (N= 89) | 53% | 60% | 46% | | | | | | |
| Boys | (N= 50) | 46% | 52% | 40% | Difference 7% or less by: | | | | | |
| Girls | (N= 39) | 62% | 69% | 54% | | | | | | |
| Low Income | (N= 76) | 50% | 58% | 42% | Sex | NO | YES | NO | NO | NO |
| Non-Low Income | (N= 13) | -% | -% | -% | Income | NO | NO | NO | - | - |
| Black | (N= 13) | -% | -% | -% | | | | | | |
| Hispanic | (N= 75) | 53% | 59% | 47% | Ethnicity | NO | NO | - | YES | - |
| Other | (N= 1) | -% | -% | -% | | | | | | |
| **SPANISH** | | Math | Reading | Writing | | | | | | |
| ALL | (N= 18) | -% | -% | -% | 85% or greater | YES | - | - | - | - |
| Boys | (N= 8) | -% | -% | -% | | | | | | |
| Girls | (N= 10) | -% | -% | -% | | | | | | |
| Low Income | (N= 18) | -% | -% | -% | Difference 7% or less by: | | | | | |
| Non-Low Income | (N= 0) | -% | -% | -% | | | | | | |
| | | | | | Sex | - | - | - | - | - |
| | | | | | Income | - | - | - | - | - |
| 4. **ITBS/NAPT** Composite Achievement | | | | | | | | | | |
| Percent in bottom quartile | | | | 39% | Fewer than 10% | NO | NO | NO | NO | NO |
| Median Percentile: **ALL** | (N= 238) | 34 | | | 50 or greater | NO | NO | NO | NO | NO |
| Boys | (N= 116) | 32 | | | Difference 7%iles or less by: | | | | | |
| Girls | (N= 122) | 36 | | | | | | | | |
| Low Income | (N= 209) | 32 | | | | | | | | |
| Non-Low Income | (N= 29) | 45 | | | Sex | YES | YES | YES | YES | YES |
| Black | (N= 35) | 32 | | | Income | NO | NO | NO | NO | NO |
| Hispanic | (N= 194) | 34 | | | | | | | | |
| Other | (N= 7) | - | | | Ethnicity | YES | YES | NO | YES | YES |
| 5. **Parent Evaluation** My child's school is an effective (excellent) school. | | | | | 75% or more Agree or Strongly Agree | YES | YES | YES | YES | YES |

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Don't Know/Not Applicable |
|---|---|---|---|---|---|
| 40% | 42% | 16% | 2% | 1% | 1% |

| | | | 1988 | 1989 | 1990 | 1991 | 1992 |
|---|---|---|---|---|---|---|---|
| IS THIS SCHOOL AN IMPROVING SCHOOL? | (1988 Standard) | 70% TEAMS mastery | YES | | | | |
| | (1989 Standard) | 75% TEAMS mastery | | YES | | | |
| | (1990 Standard) | 80% TEAMS mastery | | | NO | | |
| | (1991 Standard) | 85% TAAS mastery | | | | NO | |
| | (1992 Standard) | 85% TAAS mastery | | | | | NO |
| DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS? | | All of the above. | N/A | NO | NO | NO | NO |
| IS THIS SCHOOL AN EFFECTIVE SCHOOL? | 125 | Standards met for 2 consecutive years. | N/A | NO | NO | NO | NO |

# EFFECTIVE SCHOOL STANDARDS REPORT
# 1991-92

## ALLISON ELEMENTARY

**AUSTIN INDEPENDENT SCHOOL DISTRICT**
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

| 1992 DATA | | | | | STANDARD | MET? | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 1988 | 1989 | 1990 | 1991 | 1992 |
| 1. Student average percent of attendance | | 95.4 | | | 95% or greater | YES | YES | YES | NO | YES |
| 2. Average number of teacher absences | | 3.8 | | | 5 or fewer days | NO | NO | NO | YES | YES |
| 3. **TAAS:** Percent Mastery | | Math | Reading | Writing | | | | | | |
| **ENGLISH** | | | | | | | | | | |
| **ALL** | (N= 145) | 66% | 50% | 63% | 85% or greater | NO | NO | NO | NO | NO |
| Boys | (N= 69) | 70% | 36% | 49% | Difference 7% or less by: | | | | | |
| Girls | (N= 76) | 63% | 63% | 76% | | | | | | |
| Low Income | (N= 124) | 65% | 46% | 62% | Sex | YES | NO | NO | YES | NO |
| Non-Low Income | (N= 21) | 73% | 73% | 71% | Income | NO | NO | NO | - | NO |
| Black | (N= 8) | -% | -% | -% | | | | | | |
| Hispanic | (N= 133) | 69% | 52% | 65% | Ethnicity | YES | - | - | - | - |
| Other | (N= 4) | -% | -% | -% | | | | | | |
| | | Math | Reading | Writing | | | | | | |
| **SPANISH** | | | | | | | | | | |
| **ALL** | (N= 11) | -% | -% | -% | 85% or greater | - | YES | - | - | - |
| Boys | (N= 6) | -% | -% | -% | | | | | | |
| Girls | (N= 5) | -% | -% | -% | | | | | | |
| Low Income | (N= 11) | -% | -% | -% | Difference 7% or less by: | | | | | |
| Non-Low Income | (N= 0) | -% | -% | -% | | | | | | |
| | | | | | Sex | - | - | - | - | - |
| | | | | | Income | - | - | - | - | - |
| 4. **ITBS/NAPT** Composite Achievement | | | | | | | | | | |
| Percent in bottom quartile | | 39% | | | Fewer than 10% | NO | NO | NO | NO | NO |
| Median Percentile: **ALL** | (N= 343) | 33 | | | 50 or greater | NO | NO | NO | NO | NO |
| Boys | (N= 177) | 31 | | | Difference 7%iles or less by: | | | | | |
| Girls | (N= 165) | 37 | | | | | | | | |
| Low Income | (N= 284) | 32 | | | | | | | | |
| Non-Low Income | (N= 59) | 47 | | | Sex | YES | YES | NO | YES | YES |
| Black | (N= 24) | 31 | | | Income | NO | YES | NO | NO | NO |
| Hispanic | (N= 288) | 33 | | | | | | | | |
| Other | (N= 18) | - | | | Ethnicity | NO | YES | YES | NO | YES |
| 5. **Parent Evaluation**<br>My child's school is an effective (excellent) school. | | | | | | | | | | |
| Strongly Agree 43%<br>Agree 39%<br>Neutral 17%<br>Disagree 1%<br>Strongly Disagree 0%<br>Don't Know/Not Applicable 0% | | | | | 75% or more Agree or Strongly Agree | YES | YES | YES | YES | YES |
| IS THIS SCHOOL AN IMPROVING SCHOOL? | (1988 Standard) | | | | 70% TEAMS mastery | YES | | | | |
| | (1989 Standard) | | | | 75% TEAMS mastery | | YES | | | |
| | (1990 Standard) | | | | 80% TEAMS mastery | | | YES | | |
| | (1991 Standard) | | | | 85% TAAS mastery | | | | NO | |
| | (1992 Standard) | | | | 85% TAAS mastery | | | | | NO |
| DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS? | | | | | All of the above. | N/A | NO | NO | NO | NO |
| IS THIS SCHOOL AN EFFECTIVE SCHOOL? | | | | | Standards met for 2 consecutive years. | N/A | NO | NO | NO | NO |

# EFFECTIVE SCHOOL STANDARDS REPORT 1991-92

## BECKER ELEMENTARY

**AUSTIN INDEPENDENT SCHOOL DISTRICT**
**DEPARTMENT OF MANAGEMENT INFORMATION**
**OFFICE OF RESEARCH AND EVALUATION**

| 1992 DATA | | STANDARD | MET? 1988 | 1989 | 1990 | 1991 | 1992 |
|---|---|---|---|---|---|---|---|
| 1. Student average percent of attendance | 95.2 | 95% or greater | NO | YES | YES | YES | YES |
| 2. Average number of teacher absences | 4.3 | 5 or fewer days | NO | YES | YES | YES | YES |

3. **TAAS**: Percent Mastery

**ENGLISH**

| | N | Math | Reading | Writing |
|---|---|---|---|---|
| ALL | (N= 97) | 57% | 52% | 55% |
| Boys | (N= 46) | 54% | 51% | 54% |
| Girls | (N= 50) | 59% | 52% | 55% |
| Low Income | (N= 84) | 54% | 45% | 53% |
| Non-Low Income | (N= 12) | -% | -% | -% |
| Black | (N= 17) | -% | -% | -% |
| Hispanic | (N= 67) | 60% | 53% | 54% |
| Other | (N= 12) | -% | -% | -% |

| STANDARD | 1988 | 1989 | 1990 | 1991 | 1992 |
|---|---|---|---|---|---|
| 85% or greater | NO | NO | NO | NO | NO |
| Difference 7% or less by: | | | | | |
| Sex | NO | YES | NO | NO | YES |
| Income | NO | - | - | - | - |
| Ethnicity | NO | NO | - | - | - |

**SPANISH**

| | N | Math | Reading | Writing |
|---|---|---|---|---|
| ALL | (N= 4) | -% | -% | -% |
| Boys | (N= 1) | -% | -% | -% |
| Girls | (N= 3) | -% | -% | -% |
| Low Income | (N= 4) | -% | -% | -% |
| Non-Low Income | (N= 0) | -% | -% | -% |

| STANDARD | 1988 | 1989 | 1990 | 1991 | 1992 |
|---|---|---|---|---|---|
| 85% or greater | - | - | - | - | - |
| Difference 7% or less by: | | | | | |
| Sex | - | - | - | - | - |
| Income | - | - | - | - | - |

4. **ITBS/NAPT** Composite Achievement

| 1992 DATA | N | | STANDARD | 1988 | 1989 | 1990 | 1991 | 1992 |
|---|---|---|---|---|---|---|---|---|
| Percent in bottom quartile | | 24% | Fewer than 10% | NO | NO | NO | NO | NO |
| Median Percentile: ALL | (N= 230) | 50 | 50 or greater | NO | YES | NO | NO | YES |
| Boys | (N= 107) | 53 | Difference 7%iles or less by: | | | | | |
| Girls | (N= 123) | 47 | | | | | | |
| Low Income | (N= 191) | 43 | | | | | | |
| Non-Low Income | (N= 39) | 74 | Sex | YES | YES | YES | YES | YES |
| Black | (N= 32) | 29 | Income | NO | NO | NO | NO | NO |
| Hispanic | (N= 169) | 48 | | | | | | |
| Other | (N= 29) | 74 | Ethnicity | NO | NO | NO | NO | NO |

5. **Parent Evaluation**

My child's school is an effective (excellent) school.

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Don't Know/Not Applicable |
|---|---|---|---|---|---|
| 48% | 38% | 9% | 3% | 1% | 2% |

| STANDARD | 1988 | 1989 | 1990 | 1991 | 1992 |
|---|---|---|---|---|---|
| 75% or more Agree or Strongly Agree | YES | YES | YES | YES | YES |

| | | STANDARD | 1988 | 1989 | 1990 | 1991 | 1992 |
|---|---|---|---|---|---|---|---|
| IS THIS SCHOOL AN IMPROVING SCHOOL? | (1988 Standard) | 70% TEAMS mastery | YES | | | | |
| | (1989 Standard) | 75% TEAMS mastery | | YES | | | |
| | (1990 Standard) | 80% TEAMS mastery | | | YES | | |
| | (1991 Standard) | 85% TAAS mastery | | | | NO | |
| | (1992 Standard) | 85% TAAS mastery | | | | | NO |
| DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS? | | All of the above. | N/A | NO | NO | NO | NO |
| IS THIS SCHOOL AN EFFECTIVE SCHOOL? | | Standards met for 2 consecutive years. | N/A | NO | NO | NO | NO |

# EFFECTIVE SCHOOL STANDARDS REPORT 1991-92

**BLACKSHEAR ELEMENTARY**

Attachment 2-1 (Page 8 of 20)

**AUSTIN INDEPENDENT SCHOOL DISTRICT**
**DEPARTMENT OF MANAGEMENT INFORMATION**
**OFFICE OF RESEARCH AND EVALUATION**

| 1992 DATA | | | | | STANDARD | MET? | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 1988 | 1989 | 1990 | 1991 | 1992 |
| 1. Student average percent of attendance | | | | 94.8 | **95% or greater** | NO | NO | NO | NO | NO |
| 2. Average number of teacher absences | | | | 5.2 | **5 or fewer days** | YES | YES | YES | YES | NO |
| 3. **TAAS**: Percent Mastery | | Math | Reading | Writing | | | | | | |
| **ENGLISH** | | | | | **85% or greater** | NO | NO | NO | NO | NO |
| ALL | (N= 61) | 71% | 59% | 66% | | | | | | |
| Boys | (N= 20) | 64% | 50% | 55% | **Difference 7% or less by:** | | | | | |
| Girls | (N= 41) | 76% | 63% | 71% | | | | | | |
| Low Income | (N= 57) | 71% | 60% | 63% | **Sex** | NO | NO | NO | NO | NO |
| Non-Low Income | (N= 4) | -% | -% | -% | **Income** | - | - | - | - | - |
| Black | (N= 36) | 71% | 67% | 61% | **Ethnicity** | YES | NO | NO | NO | NO |
| Hispanic | (N= 24) | 75% | 50% | 75% | | | | | | |
| Other | (N= 1) | -% | -% | -% | | | | | | |
| **SPANISH** | | Math | Reading | Writing | | | | | | |
| ALL | (N= 13) | -% | -% | -% | **85% or greater** | NO | NO | - | - | - |
| Boys | (N= 6) | -% | -% | -% | | | | | | |
| Girls | (N= 7) | -% | -% | -% | | | | | | |
| Low Income | (N= 13) | -% | -% | -% | **Difference 7% or less by:** | | | | | |
| Non-Low Income | (N= 0) | -% | -% | -% | | | | | | |
| | | | | | **Sex** | - | - | - | - | - |
| | | | | | **Income** | - | - | - | - | - |
| 4. **ITBS/NAPT** Composite Achievement | | | | | | | | | | |
| Percent in bottom quartile | | | | 49% | **Fewer than 10%** | NO | NO | NO | NO | NO |
| Median Percentile: **ALL** | (N= 255) | 27 | | | **50 or greater** | NO | NO | NO | NO | NO |
| Boys | (N= 113) | 18 | | | **Difference 7%iles or less by:** | | | | | |
| Girls | (N= 141) | 34 | | | | | | | | |
| Low Income | (N= 236) | 23 | | | **Sex** | NO | YES | YES | NO | NO |
| Non-Low Income | (N= 19) | - | | | | | | | | |
| Black | (N= 123) | 43 | | | **Income** | NO | NO | YES | - | - |
| Hispanic | (N= 125) | 16 | | | | | | | | |
| Other | (N= 3) | - | | | **Ethnicity** | YES | YES | YES | NO | NO |
| 5. **Parent Evaluation** My child's school is an effective (excellent) school. | | | | | **75% or more Agree or Strongly Agree** | YES | YES | NO | NO | YES |
| **IS THIS SCHOOL AN IMPROVING SCHOOL?** (1988 Standard) | | | | | **70% TEAMS mastery** | NO | | | | |
| (1989 Standard) | | | | | **75% TEAMS mastery** | | NO | | | |
| (1990 Standard) | | | | | **80% TEAMS mastery** | | | NO | | |
| (1991 Standard) | | | | | **85% TAAS mastery** | | | | NO | |
| (1992 Standard) | | | | | **85% TAAS mastery** | | | | | NO |
| **DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS?** | | | | | **All of the above.** | N/A | NO | NO | NO | NO |
| **IS THIS SCHOOL AN EFFECTIVE SCHOOL?** | | | | | **Standards met for 2 consecutive years.** | N/A | NO | NO | NO | NO |

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Don't Know/Not Applicable |
|---|---|---|---|---|---|
| 36% | 44% | 18% | 0% | 2% | 0% |

# EFFECTIVE SCHOOL STANDARDS REPORT
# 1991-92

**BROOKE ELEMENTARY**

**AUSTIN INDEPENDENT SCHOOL DISTRICT**
**DEPARTMENT OF MANAGEMENT INFORMATION**
**OFFICE OF RESEARCH AND EVALUATION**

| 1992 DATA | | | | | STANDARD | MET? | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 1988 | 1989 | 1990 | 1991 | 1992 |
| 1. Student average percent of attendance | | | | 95.3 | 95% or greater | NO | NO | YES | YES | YES |
| 2. Average number of teacher absences | | | | 4.7 | 5 or fewer days | NO | YES | YES | YES | YES |
| 3. TAAS: Percent Mastery | | Math | Reading | Writing | | | | | | |
| ENGLISH | | | | | | | | | | |
| ALL | (N= 88) | 59% | 55% | 60% | 85% or greater | NO | NO | NO | NO | NO |
| Boys | (N= 40) | 50% | 43% | 48% | Difference 7% or less by: | | | | | |
| Girls | (N= 48) | 67% | 65% | 69% | | | | | | |
| Low Income | (N= 73) | 55% | 49% | 55% | Sex | NO | NO | NO | NO | NO |
| Non-Low Income | (N= 15) | -% | -% | -% | Income | NO | NO | - | - | - |
| Black | (N= 0) | -% | -% | -% | | | | | | |
| Hispanic | (N= 87) | 60% | 55% | 61% | Ethnicity | - | - | - | - | - |
| Other | (N= 1) | -% | -% | -% | | | | | | |
| | | Math | Reading | Writing | | | | | | |
| SPANISH | | | | | | | | | | |
| ALL | (N= 15) | -% | -% | -% | 85% or greater | - | - | - | - | - |
| Boys | (N= 6) | -% | -% | -% | | | | | | |
| Girls | (N= 9) | -% | -% | -% | | | | | | |
| Low Income | (N= 13) | -% | -% | -% | Difference 7% or less by: | | | | | |
| Non-Low Income | (N= 1) | -% | -% | -% | | | | | | |
| | | | | | Sex | - | - | - | - | - |
| | | | | | Income | - | - | - | - | - |
| 4. ITBS/NAPT Composite Achievement | | | | | | | | | | |
| Percent in bottom quartile | | | | 30% | Fewer than 10% | NO | NO | NO | NO | NO |
| Median Percentile: ALL | (N= 201) | 42 | | | 50 or greater | NO | NO | NO | NO | NO |
| Boys | (N= 101) | 40 | | | Difference 7%iles or less by: | | | | | |
| Girls | (N= 100) | 45 | | | | | | | | |
| Low Income | (N= 170) | 40 | | | | | | | | |
| Non-Low Income | (N= 31) | 61 | | | Sex | YES | NO | YES | YES | YES |
| Black | (N= 2) | - | | | Income | NO | YES | NO | NO | NO |
| Hispanic | (N= 194) | 42 | | | | | | | | |
| Other | (N= 4) | - | | | Ethnicity | - | - | - | - | - |
| 5. Parent Evaluation<br>My child's school is an effective (excellent) school.<br>Strongly Agree: 31%<br>Agree: 54%<br>Neutral: 11%<br>Disagree: 2%<br>Strongly Disagree: 1%<br>Don't Know/Not Applicable: 1% | | | | | 75% or more Agree or Strongly Agree | YES | YES | YES | YES | YES |
| IS THIS SCHOOL AN IMPROVING SCHOOL? | (1988 Standard) | | | | 70% TEAMS mastery | NO | | | | |
| | (1989 Standard) | | | | 75% TEAMS mastery | | NO | | | |
| | (1990 Standard) | | | | 80% TEAMS mastery | | | NO | | |
| | (1991 Standard) | | | | 85% TAAS mastery | | | | NO | |
| | (1992 Standard) | | | | 85% TAAS mastery | | | | | NO |
| DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS? | | | | | All of the above. | N/A | NO | NO | NO | NO |
| IS THIS SCHOOL AN EFFECTIVE SCHOOL? | | | | | Standards met for 2 consecutive years. | N/A | NO | NO | NO | NO |

# EFFECTIVE SCHOOL STANDARDS REPORT 1991-92

**CAMPBELL ELEMENTARY**

**AUSTIN INDEPENDENT SCHOOL DISTRICT**
**DEPARTMENT OF MANAGEMENT INFORMATION**
**OFFICE OF RESEARCH AND EVALUATION**

| 1992 DATA | | | | | STANDARD | MET? | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 1988 | 1989 | 1990 | 1991 | 1992 |
| 1. Student average percent of attendance | | | | 95.1 | 95% or greater | YES | NO | YES | YES | YES |
| 2. Average number of teacher absences | | | | 3.6 | 5 or fewer days | NO | YES | NO | YES | YES |
| 3. **TAAS:** Percent Mastery | | Math | Reading | Writing | | | | | | |
| **ENGLISH** | | | | | | | | | | |
| ALL | (N= 68) | 81% | 78% | 72% | 85% or greater | NO | NO | NO | NO | NO |
| Boys | (N= 34) | 76% | 74% | 71% | Difference 7% or less by: | | | | | |
| Girls | (N= 34) | 85% | 82% | 74% | | | | | | |
| Low Income | (N= 59) | 78% | 75% | 69% | Sex | NO | NO | NO | NO | NO |
| Non-Low Income | (N= 9) | -% | -% | -% | Income | - | - | - | - | - |
| Black | (N= 52) | 77% | 79% | 77% | Ethnicity | NO | NO | NO | - | - |
| Hispanic | (N= 16) | -% | -% | -% | | | | | | |
| Other | (N= 0) | -% | -% | -% | | | | | | |
| **SPANISH** | | Math | Reading | Writing | | | | | | |
| ALL | (N= 1) | -% | -% | -% | 85% or greater | - | - | - | - | - |
| Boys | (N= 1) | -% | -% | -% | | | | | | |
| Girls | (N= 0) | -% | -% | -% | | | | | | |
| Low Income | (N= 1) | -% | -% | -% | Difference 7% or less by: | | | | | |
| Non-Low Income | (N= 0) | -% | -% | -% | | | | | | |
| | | | | | Sex | - | - | - | - | - |
| | | | | | Income | - | - | - | - | - |
| 4. **ITBS/NAPT** Composite Achievement | | | | | | | | | | |
| Percent in bottom quartile | | | | 36% | Fewer than 10% | NO | NO | NO | NO | NO |
| Median Percentile: **ALL** | (N= 205) | 36 | | | 50 or greater | NO | NO | NO | NO | NO |
| Boys | (N= 101) | 35 | | | Difference 7%iles or less by: | | | | | |
| Girls | (N= 103) | 38 | | | | | | | | |
| Low Income | (N= 182) | 34 | | | | | | | | |
| Non-Low Income | (N= 23) | 63 | | | Sex | NO | YES | YES | YES | YES |
| Black | (N= 142) | 41 | | | Income | NO | NO | NO | YES | NO |
| Hispanic | (N= 61) | 28 | | | | | | | | |
| Other | (N= 1) | - | | | Ethnicity | YES | NO | NO | YES | NO |
| 5. **Parent Evaluation**<br>My child's school is an effective (excellent) school. | | | | | 75% or more Agree or Strongly Agree | YES | YES | NO | NO | NO |
| IS THIS SCHOOL AN IMPROVING SCHOOL? | (1988 Standard) | | | | 70% TEAMS mastery | YES | | | | |
| | (1989 Standard) | | | | 75% TEAMS mastery | | YES | | | |
| | (1990 Standard) | | | | 80% TEAMS mastery | | | NO | | |
| | (1991 Standard) | | | | 85% TAAS mastery | | | | NO | |
| | (1992 Standard) | | | | 85% TAAS mastery | | | | | NO |
| DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS? | | | | | All of the above. | N/A | NO | NO | NO | NO |
| IS THIS SCHOOL AN EFFECTIVE SCHOOL? | | | | | Standards met for 2 consecutive years. | N/A | NO | NO | NO | NO |

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Don't Know/Not Applicable |
|---|---|---|---|---|---|
| 28% | 43% | 19% | 8% | 0% | 1% |

91.04

Attachment 2-1 (Page 11 of 20)

# EFFECTIVE SCHOOL STANDARDS REPORT 1991-92

## GOVALLE ELEMENTARY

**AUSTIN INDEPENDENT SCHOOL DISTRICT**
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

| 1992 DATA | | | | STANDARD | MET? | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | 1988 | 1989 | 1990 | 1991 | 1992 |
| 1. Student average percent of attendance | 94.9 | | | 95% or greater | NO | NO | YES | YES | NO |
| 2. Average number of teacher absences | 3.4 | | | 5 or fewer days | NO | YES | YES | YES | YES |
| 3. **TAAS**: Percent Mastery | | | | | | | | | |
| **ENGLISH** | Math | Reading | Writing | | | | | | |
| ALL (N= 138) | 58% | 53% | 49% | 85% or greater | NO | NO | NO | NO | NO |
| Boys (N= 80) | 57% | 49% | 46% | Difference 7% or less by: | | | | | |
| Girls (N= 58) | 59% | 57% | 53% | | | | | | |
| Low Income (N= 125) | 57% | 52% | 49% | Sex | YES | NO | NO | NO | NO |
| Non-Low Income (N= 13) | -% | -% | -% | Income | YES | NO | YES | NO | - |
| Black (N= 29) | 50% | 42% | 28% | | | | | | |
| Hispanic (N= 106) | 59% | 55% | 54% | Ethnicity | NO | YES | NO | NO | NO |
| Other (N= 3) | -% | -% | -% | | | | | | |
| **SPANISH** | Math | Reading | Writing | | | | | | |
| ALL (N= 11) | -% | -% | -% | 85% or greater | - | - | - | - | - |
| Boys (N= 5) | -% | -% | -% | | | | | | |
| Girls (N= 6) | -% | -% | -% | | | | | | |
| Low Income (N= 10) | -% | -% | -% | Difference 7% or less by: | | | | | |
| Non-Low Income (N= 1) | -% | -% | -% | | | | | | |
| | | | | Sex | - | - | - | - | - |
| | | | | Income | - | - | - | - | - |
| 4. **ITBS/NAPT** Composite Achievement | | | | | | | | | |
| Percent in bottom quartile | 30% | | | Fewer than 10% | NO | NO | NO | NO | NO |
| Median Percentile: ALL (N= 371) | 50 | | | 50 or greater | YES | NO | NO | NO | YES |
| Boys (N= 193) | 44 | | | Difference 7%iles or less by: | | | | | |
| Girls (N= 177) | 53 | | | | | | | | |
| Low Income (N= 330) | 48 | | | | | | | | |
| Non-Low Income (N= 41) | 62 | | | Sex | NO | YES | YES | YES | NO |
| Black (N= 75) | 43 | | | Income | NO | NO | YES | NO | NO |
| Hispanic (N= 276) | 52 | | | | | | | | |
| Other (N= 19) | - | | | Ethnicity | NO | NO | NO | NO | NO |
| 5. **Parent Evaluation**<br>My child's school is an effective (excellent) school.<br>Strongly Agree 39%<br>Agree 46%<br>Neutral 11%<br>Disagree 3%<br>Strongly Disagree 0%<br>Don't Know/Not Applicable 1% | | | | 75% or more Agree or Strongly Agree | YES | YES | YES | YES | YES |
| IS THIS SCHOOL AN IMPROVING SCHOOL? (1988 Standard) | | | | 70% TEAMS mastery | YES | | | | |
| (1989 Standard) | | | | 75% TEAMS mastery | | YES | | | |
| (1990 Standard) | | | | 80% TEAMS mastery | | | NO | | |
| (1991 Standard) | | | | 85% TAAS mastery | | | | NO | |
| (1992 Standard) | | | | 85% TAAS mastery | | | | | NO |
| DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS? | | | | All of the above. | N/A | NO | NO | NO | NO |
| IS THIS SCHOOL AN EFFECTIVE SCHOOL? | | | | Standards met for 2 consecutive years. | N/A | NO | NO | NO | NO |

# EFFECTIVE SCHOOL STANDARDS REPORT 1991-92

**METZ ELEMENTARY**

**AUSTIN INDEPENDENT SCHOOL DISTRICT**
**DEPARTMENT OF MANAGEMENT INFORMATION**
**OFFICE OF RESEARCH AND EVALUATION**

| 1992 DATA | | | | | STANDARD | MET? | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 1988 | 1989 | 1990 | 1991 | 1992 |
| 1. Student average percent of attendance | | | | 97.3 | 95% or greater | YES | YES | YES | YES | YES |
| 2. Average number of teacher absences | | | | 4.1 | 5 or fewer days | NO | NO | YES | YES | YES |
| 3. **TAAS:** Percent Mastery | | Math | Reading | Writing | | | | | | |
| **ENGLISH** | | | | | | | | | | |
| ALL | (N= 85) | 64% | 47% | 54% | 85% or greater | YES | NO | NO | NO | NO |
| Boys | (N= 49) | 58% | 37% | 51% | Difference 7% or less by: | | | | | |
| Girls | (N= 36) | 72% | 61% | 58% | | | | | | |
| Low Income | (N= 70) | 62% | 44% | 51% | Sex | NO | YES | NO | NO | NO |
| Non-Low Income | (N= 15) | -% | -% | -% | Income | NO | NO | - | - | - |
| Black | (N= 4) | -% | -% | -% | | | | | | |
| Hispanic | (N= 76) | 70% | 50% | 58% | Ethnicity | - | - | - | - | - |
| Other | (N= 5) | -% | -% | -% | | | | | | |
| | | Math | Reading | Writing | | | | | | |
| **SPANISH** | | | | | | | | | | |
| ALL | (N= 21) | 100% | 76% | 68% | 85% or greater | YES | - | - | - | NO |
| Boys | (N= 10) | -% | -% | -% | | | | | | |
| Girls | (N= 11) | -% | -% | -% | | | | | | |
| Low Income | (N= 19) | -% | -% | -% | Difference 7% or less by: | | | | | |
| Non-Low Income | (N= 2) | -% | -% | -% | | | | | | |
| | | | | | Sex | YES | - | - | - | - |
| | | | | | Income | - | - | - | - | - |
| 4. **ITBS/NAPT** Composite Achievement | | | | | | | | | | |
| Percent in bottom quartile | | | | 27% | Fewer than 10% | NO | NO | NO | NO | NO |
| Median Percentile: **ALL** | (N= 191) | 43 | | | 50 or greater | NO | NO | NO | NO | NO |
| Boys | (N= 102) | 43 | | | Difference 7%iles or less by: | | | | | |
| Girls | (N= 89) | 44 | | | | | | | | |
| Low Income | (N= 165) | 38 | | | | | | | | |
| Non-Low Income | (N= 26) | 65 | | | Sex | YES | YES | YES | YES | YES |
| Black | (N= 5) | - | | | Income | NO | YES | YES | NO | NO |
| Hispanic | (N= 180) | 44 | | | | | | | | |
| Other | (N= 6) | - | | | Ethnicity | - | - | - | - | - |

5. **Parent Evaluation**

My child's school is an effective (excellent) school.

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Don't Know/Not Applicable | STANDARD | 1988 | 1989 | 1990 | 1991 | 1992 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 50% | 35% | 12% | 1% | 0% | 2% | 75% or more Agree or Strongly Agree | YES | YES | YES | YES | YES |

| | | STANDARD | 1988 | 1989 | 1990 | 1991 | 1992 |
|---|---|---|---|---|---|---|---|
| IS THIS SCHOOL AN IMPROVING SCHOOL? | (1988 Standard) | 70% TEAMS mastery | YES | | | | |
| | (1989 Standard) | 75% TEAMS mastery | | YES | | | |
| | (1990 Standard) | 80% TEAMS mastery | | | NO | | |
| | (1991 Standard) | 85% TAAS mastery | | | | NO | |
| | (1992 Standard) | 85% TAAS mastery | | | | | NO |
| DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS? | | All of the above. | N/A | NO | NO | NO | NO |
| IS THIS SCHOOL AN EFFECTIVE SCHOOL? | | Standards met for 2 consecutive years. | N/A | NO | NO | NO | NO |

# EFFECTIVE SCHOOL STANDARDS REPORT
# 1991-92

## NORMAN ELEMENTARY

**AUSTIN INDEPENDENT SCHOOL DISTRICT**
**DEPARTMENT OF MANAGEMENT INFORMATION**
**OFFICE OF RESEARCH AND EVALUATION**

| 1992 DATA | | | | | STANDARD | MET? | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 1988 | 1989 | 1990 | 1991 | 1992 |
| 1. Student average percent of attendance | | | | 95.6 | 95% or greater | YES | YES | YES | YES | YES |
| 2. Average number of teacher absences | | | | 4.2 | 5 or fewer days | NO | YES | YES | YES | YES |
| 3. TAAS: Percent Mastery | | Math | Reading | Writing | | | | | | |
| ENGLISH | | | | | | | | | | |
| ALL | (N= 65) | 40% | 46% | 48% | 85% or greater | YES | NO | NO | NO | NO |
| Boys | (N= 37) | 36% | 42% | 32% | Difference 7% or less by: | | | | | |
| Girls | (N= 28) | 45% | 52% | 68% | | | | | | |
| Low Income | (N= 56) | 39% | 45% | 50% | Sex | YES | NO | NO | NO | NO |
| Non-Low Income | (N= 9) | -% | -% | -% | | | | | | |
| Black | (N= 51) | 32% | 38% | 45% | Income | YES | NO | - | - | - |
| Hispanic | (N= 9) | -% | -% | -% | Ethnicity | - | - | - | - | - |
| Other | (N= 4) | -% | -% | -% | | | | | | |
| SPANISH | | Math | Reading | Writing | | | | | | |
| ALL | (N= 0) | -% | -% | -% | 85% or greater | - | - | - | - | - |
| Boys | (N= 0) | -% | -% | -% | | | | | | |
| Girls | (N= 0) | -% | -% | -% | | | | | | |
| Low Income | (N= 0) | -% | -% | -% | Difference 7% or less by: | | | | | |
| Non-Low Income | (N= 0) | -% | -% | -% | | | | | | |
| | | | | | Sex | - | - | - | - | - |
| | | | | | Income | - | - | - | - | - |
| 4. ITBS/NAPT Composite Achievement | | | | | | | | | | |
| Percent in bottom quartile | | | | 25% | Fewer than 10% | NO | NO | NO | NO | NO |
| Median Percentile: ALL | (N= 163) | | 44 | | 50 or greater | NO | NO | NO | NO | NO |
| Boys | (N= 83) | | 44 | | Difference 7%iles or less by: | | | | | |
| Girls | (N= 80) | | 45 | | | | | | | |
| Low Income | (N= 141) | | 43 | | | | | | | |
| Non-Low Income | (N= 22) | | 56 | | Sex | YES | NO | YES | YES | YES |
| Black | (N= 128) | | 47 | | Income | YES | NO | YES | YES | NO |
| Hispanic | (N= 25) | | 42 | | | | | | | |
| Other | (N= 10) | | - | | Ethnicity | NO | - | NO | YES | YES |
| 5. Parent Evaluation | | | | | | | | | | |
| My child's school is an effective (excellent) school. | | | | | 75% or more Agree or Strongly Agree | YES | YES | YES | YES | NO |

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Don't Know/Not Applicable |
|---|---|---|---|---|---|
| 23% | 49% | 22% | 4% | 1% | 1% |

| | | STANDARD | 1988 | 1989 | 1990 | 1991 | 1992 |
|---|---|---|---|---|---|---|---|
| IS THIS SCHOOL AN IMPROVING SCHOOL? | (1988 Standard) | 70% TEAMS mastery | YES | | | | |
| | (1989 Standard) | 75% TEAMS mastery | | YES | | | |
| | (1990 Standard) | 80% TEAMS mastery | | | NO | | |
| | (1991 Standard) | 85% TAAS mastery | | | | NO | |
| | (1992 Standard) | 85% TAAS mastery | | | | | NO |
| DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS? | | All of the above. | N/A | NO | NO | NO | NO |
| IS THIS SCHOOL AN EFFECTIVE SCHOOL? | | Standards met for 2 consecutive years. | N/A | NO | NO | NO | NO |

# EFFECTIVE SCHOOL STANDARDS REPORT
# 1991-92

## OAK SPRINGS ELEMENTARY

**AUSTIN INDEPENDENT SCHOOL DISTRICT**
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

| 1992 DATA | | | | STANDARD | MET? | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | 1988 | 1989 | 1990 | 1991 | 1992 |
| 1. Student average percent of attendance | 94.6 | | | 95% or greater | NO | YES | NO | NO | NO |
| 2. Average number of teacher absences | 4.9 | | | 5 or fewer days | NO | YES | YES | YES | YES |
| 3. **TAAS:** Percent Mastery | Math | Reading | Writing | | | | | | |
| **ENGLISH** | | | | | | | | | |
| ALL (N= 103) | 38% | 43% | 44% | 85% or greater | NO | NO | NO | NO | NO |
| Boys (N= 53) | 42% | 34% | 35% | Difference 7% or less by: | | | | | |
| Girls (N= 50) | 33% | 52% | 54% | | | | | | |
| Low Income (N= 102) | 38% | 42% | 43% | Sex | NO | NO | NO | NO | NO |
| Non-Low Income (N= 1) | -% | -% | -% | Income | - | - | - | - | - |
| Black (N= 45) | 30% | 38% | 47% | | | | | | |
| Hispanic (N= 56) | 41% | 45% | 40% | Ethnicity | - | YES | NO | NO | NO |
| Other (N= 2) | -% | -% | -% | | | | | | |
| **SPANISH** | Math | Reading | Writing | | | | | | |
| ALL (N= 0) | -% | -% | -% | 85% or greater | - | - | - | - | - |
| Boys (N= 0) | -% | -% | -% | | | | | | |
| Girls (N= 0) | -% | -% | -% | | | | | | |
| Low Income (N= 0) | -% | -% | -% | Difference 7% or less by: | | | | | |
| Non-Low Income (N= 0) | -% | -% | -% | | | | | | |
| | | | | Sex | - | - | - | - | - |
| | | | | Income | - | - | - | - | - |
| 4. **ITBS/NAPT** Composite Achievement | | | | | | | | | |
| Percent in bottom quartile | 39% | | | Fewer than 10% | NO | NO | NO | NO | NO |
| Median Percentile: ALL (N= 245) | 33 | | | 50 or greater | YES | NO | NO | NO | NO |
| Boys (N= 117) | 33 | | | Difference 7%iles or less by: | | | | | |
| Girls (N= 128) | 34 | | | | | | | | |
| Low Income (N= 237) | 33 | | | | | | | | |
| Non-Low Income (N= 8) | - | | | Sex | NO | YES | YES | YES | YES |
| Black (N= 135) | 33 | | | Income | - | - | - | - | - |
| Hispanic (N= 105) | 33 | | | | | | | | |
| Other (N= 5) | - | | | Ethnicity | NO | NO | NO | YES | YES |

5. **Parent Evaluation**

My child's school is an effective (excellent) school.

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Don't Know/Not Applicable |
|---|---|---|---|---|---|
| 32% | 44% | 17% | 3% | 0% | 3% |

| STANDARD | 1988 | 1989 | 1990 | 1991 | 1992 |
|---|---|---|---|---|---|
| 75% or more Agree or Strongly Agree | YES | NO | YES | YES | YES |

| | | STANDARD | 1988 | 1989 | 1990 | 1991 | 1992 |
|---|---|---|---|---|---|---|---|
| IS THIS SCHOOL AN IMPROVING SCHOOL? | (1988 Standard) | 70% TEAMS mastery | NO | | | | |
| | (1989 Standard) | 75% TEAMS mastery | | NO | | | |
| | (1990 Standard) | 80% TEAMS mastery | | | NO | | |
| | (1991 Standard) | 85% TAAS mastery | | | | NO | |
| | (1992 Standard) | 85% TAAS mastery | | | | | NO |
| DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS? | | All of the above. | N/A | NO | NO | NO | NO |
| IS THIS SCHOOL AN EFFECTIVE SCHOOL? | | Standards met for 2 consecutive years. | N/A | NO | NO | NO | NO |

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# EFFECTIVE SCHOOL STANDARDS REPORT 1991-92

**ORTEGA ELEMENTARY**

**AUSTIN INDEPENDENT SCHOOL DISTRICT**
**DEPARTMENT OF MANAGEMENT INFORMATION**
**OFFICE OF RESEARCH AND EVALUATION**

| 1992 DATA | | | | | STANDARD | MET? 1988 | 1989 | 1990 | 1991 | 1992 |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. Student **average percent of attendance** | | | | 96.0 | **95% or greater** | YES | YES | YES | YES | YES |
| 2. Average number of teacher absences | | | | 4.0 | **5 or fewer days** | YES | YES | YES | YES | YES |
| 3. **TAAS:** Percent Mastery | | **Math** | **Reading** | **Writing** | | | | | | |
| **ENGLISH** | | | | | | | | | | |
| **ALL** | (N= 64) | 64% | 56% | 72% | **85% or greater** | NO | NO | NO | NO | NO |
| Boys | (N= 32) | 53% | 50% | 70% | **Difference 7% or less by:** | | | | | |
| Girls | (N= 31) | 75% | 63% | 74% | | | | | | |
| Low Income | (N= 61) | 62% | 54% | 70% | **Sex** | YES | NO | NO | NO | NO |
| Non-Low Income | (N= 3) | -% | -% | -% | | | | | | |
| | | | | | **Income** | - | - | - | - | - |
| Black | (N= 16) | -% | -% | -% | | | | | | |
| Hispanic | (N= 44) | 66% | 56% | 70% | **Ethnicity** | NO | NO | - | - | - |
| Other | (N= 3) | -% | -% | -% | | | | | | |
| **SPANISH** | | **Math** | **Reading** | **Writing** | | | | | | |
| **ALL** | (N= 0) | -% | -% | -% | **85% or greater** | - | - | - | - | - |
| Boys | (N= 0) | -% | -% | -% | | | | | | |
| Girls | (N= 0) | -% | -% | -% | | | | | | |
| Low Income | (N= 0) | -% | -% | -% | **Difference 7% or less by:** | | | | | |
| Non-Low Income | (N= 0) | -% | -% | -% | | | | | | |
| | | | | | **Sex** | - | - | - | - | - |
| | | | | | **Income** | - | - | - | - | - |
| 4. **ITBS/NAPT** Composite Achievement | | | | | | | | | | |
| Percent in bottom quartile | | | | 33% | **Fewer than 10%** | NO | NO | NO | NO | NO |
| Median Percentile: **ALL** | (N= 157) | 42 | | | **50 or greater** | NO | NO | NO | NO | NO |
| Boys | (N= 73) | 34 | | | **Difference 7%iles or less by:** | | | | | |
| Girls | (N= 84) | 45 | | | | | | | | |
| Low Income | (N= 142) | 39 | | | | | | | | |
| Non-Low Income | (N= 15) | - | | | **Sex** | YES | YES | YES | YES | NO |
| Black | (N= 33) | 42 | | | **Income** | NO | YES | - | - | - |
| Hispanic | (N= 116) | 38 | | | | | | | | |
| Other | (N= 8) | - | | | **Ethnicity** | YES | NO | YES | YES | YES |

5. **Parent Evaluation**

My child's school is an effective (excellent) school.

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Don't Know/Not Applicable |
|---|---|---|---|---|---|
| 37% | 43% | 15% | 4% | 1% | 0% |

| | STANDARD | 1988 | 1989 | 1990 | 1991 | 1992 |
|---|---|---|---|---|---|---|
| 5. Parent Evaluation | **75% or more Agree or Strongly Agree** | YES | YES | YES | YES | YES |
| **IS THIS SCHOOL AN IMPROVING SCHOOL?** (1988 Standard) | **70% TEAMS mastery** | YES | | | | |
| (1989 Standard) | **75% TEAMS mastery** | | YES | | | |
| (1990 Standard) | **80% TEAMS mastery** | | | YES | | |
| (1991 Standard) | **85% TAAS mastery** | | | | NO | |
| (1992 Standard) | **85% TAAS mastery** | | | | | NO |
| **DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS?** | **All of the above.** | N/A | NO | NO | NO | NO |
| **IS THIS SCHOOL AN EFFECTIVE SCHOOL?** | **Standards met for 2 consecutive years.** | N/A | NO | NO | NO | NO |

# EFFECTIVE SCHOOL STANDARDS REPORT 1991-92

## PECAN SPRINGS ELEMENTARY

**AUSTIN INDEPENDENT SCHOOL DISTRICT**
**DEPARTMENT OF MANAGEMENT INFORMATION**
**OFFICE OF RESEARCH AND EVALUATION**

| 1992 DATA | | | | | STANDARD | MET? 1988 | 1989 | 1990 | 1991 | 1992 |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. Student average percent of attendance | | | | 95.3 | 95% or greater | YES | NO | YES | NO | YES |
| 2. Average number of teacher absences | | | | 4.5 | 5 or fewer days | NO | YES | NO | YES | YES |
| 3. **TAAS:** Percent Mastery | | | | | | | | | | |
| **ENGLISH** | | **Math** | **Reading** | **Writing** | | | | | | |
| ALL | (N= 115) | 63% | 65% | 68% | 85% or greater | NO | NO | NO | NO | NO |
| Boys | (N= 63) | 58% | 56% | 60% | Difference 7% or less by: | | | | | |
| Girls | (N= 51) | 71% | 76% | 77% | | | | | | |
| Low Income | (N= 85) | 61% | 62% | 66% | Sex | NO | YES | YES | NO | NO |
| Non-Low Income | (N= 30) | 70% | 73% | 73% | Income | NO | NO | NO | NO | NO |
| Black | (N= 82) | 60% | 67% | 72% | Ethnicity | NO | NO | - | - | NO |
| Hispanic | (N= 24) | 71% | 50% | 52% | | | | | | |
| Other | (N= 8) | -% | -% | -% | | | | | | |
| **SPANISH** | | **Math** | **Reading** | **Writing** | | | | | | |
| ALL | (N= 0) | -% | -% | -% | 85% or greater | - | - | - | - | - |
| Boys | (N= 0) | -% | -% | -% | Difference 7% or less by: | | | | | |
| Girls | (N= 0) | -% | -% | -% | | | | | | |
| Low Income | (N= 0) | -% | -% | -% | | | | | | |
| Non-Low Income | (N= 0) | -% | -% | -% | | | | | | |
| | | | | | Sex | - | - | - | - | - |
| | | | | | Income | - | - | - | - | - |
| 4. **ITBS/NAPT** Composite Achievement | | | | | | | | | | |
| Percent in bottom quartile | | | | 34% | Fewer than 10% | NO | NO | NO | NO | NO |
| Median Percentile: **ALL** | (N= 299) | 42 | | | 50 or greater | NO | NO | NO | NO | NO |
| Boys | (N= 149) | 40 | | | Difference 7%iles or less by: | | | | | |
| Girls | (N= 149) | 44 | | | | | | | | |
| Low Income | (N= 235) | 38 | | | | | | | | |
| Non-Low Income | (N= 64) | 55 | | | Sex | YES | NO | NO | YES | YES |
| Black | (N= 217) | 42 | | | Income | NO | NO | NO | NO | NO |
| Hispanic | (N= 61) | 38 | | | | | | | | |
| Other | (N= 17) | - | | | Ethnicity | NO | YES | YES | NO | YES |
| 5. **Parent Evaluation**<br>My child's school is an effective (excellent) school.<br>Strongly Agree 37%<br>Agree 43%<br>Neutral 17%<br>Disagree 1%<br>Strongly Disagree 1%<br>Don't Know/Not Applicable 0% | | | | | 75% or more Agree or Strongly Agree | YES | YES | YES | YES | YES |
| **IS THIS SCHOOL AN IMPROVING SCHOOL?** (1988 Standard) | | | | | 70% TEAMS mastery | YES | | | | |
| (1989 Standard) | | | | | 75% TEAMS mastery | | NO | | | |
| (1990 Standard) | | | | | 80% TEAMS mastery | | | YES | | |
| (1991 Standard) | | | | | 85% TAAS mastery | | | | NO | |
| (1992 Standard) | | | | | 85% TAAS mastery | | | | | NO |
| **DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS?** | | | | | All of the above. | N/A | NO | NO | NO | NO |
| **IS THIS SCHOOL AN EFFECTIVE SCHOOL?** | | | | | Standards met for 2 consecutive years. | N/A | NO | NO | NO | NO |

# EFFECTIVE SCHOOL STANDARDS REPORT
# 1991-92

## SANCHEZ ELEMENTARY

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

| 1992 DATA | | | | | STANDARD | MET? | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 1988 | 1989 | 1990 | 1991 | 1992 |
| 1. Student average percent of attendance | | | | 95.6 | 95% or greater | YES | YES | YES | YES | YES |
| 2. Average number of teacher absences | | | | 3.5 | 5 or fewer days | YES | YES | YES | YES | YES |
| 3. **TAAS:** Percent Mastery | | | | | | | | | | |
| | | Math | Reading | Writing | | | | | | |
| ENGLISH | | | | | | | | | | |
| ALL | (N= 103) | 69% | 55% | 79% | 85% or greater | NO | NO | YES | NO | NO |
| Boys | (N= 52) | 69% | 48% | 71% | Difference 7% or less by: | | | | | |
| Girls | (N= 51) | 69% | 62% | 86% | | | | | | |
| Low Income | (N= 86) | 65% | 49% | 78% | Sex | YES | YES | NO | NO | NO |
| Non-Low Income | (N= 17) | -% | -% | -% | Income | NO | NO | NO | - | - |
| Black | (N= 2) | -% | -% | -% | Ethnicity | - | - | - | - | - |
| Hispanic | (N= 99) | 70% | 57% | 80% | | | | | | |
| Other | (N= 2) | -% | -% | -% | | | | | | |
| | | Math | Reading | Writing | | | | | | |
| SPANISH | | | | | | | | | | |
| ALL | (N= 2) | -% | -% | -% | 85% or greater | YES | YES | - | - | - |
| Boys | (N= 2) | -% | -% | -% | | | | | | |
| Girls | (N= 0) | -% | -% | -% | | | | | | |
| Low Income | (N= 2) | -% | -% | -% | Difference 7% or less by: | | | | | |
| Non-Low Income | (N= 0) | -% | -% | -% | | | | | | |
| | | | | | Sex | NO | NO | - | - | - |
| | | | | | Income | - | - | - | - | - |
| 4. **ITBS/NAPT** Composite Achievement | | | | | | | | | | |
| Percent in bottom quartile | | | | 26% | Fewer than 10% | NO | NO | NO | NO | NO |
| Median Percentile: ALL | (N= 294) | 46 | | | 50 or greater | NO | NO | NO | NO | NO |
| Boys | (N= 148) | 47 | | | Difference 7%iles or less by: | | | | | |
| Girls | (N= 146) | 46 | | | | | | | | |
| Low Income | (N= 246) | 41 | | | | | | | | |
| Non-Low Income | (N= 48) | 69 | | | Sex | YES | YES | NO | NO | YES |
| Black | (N= 4) | - | | | Income | NO | NO | NO | NO | NO |
| Hispanic | (N= 277) | 46 | | | | | | | | |
| Other | (N= 13) | - | | | Ethnicity | - | YES | - | - | - |
| 5. **Parent Evaluation**<br>My child's school is an effective (excellent) school.<br>Strongly Agree 49%<br>Agree 36%<br>Neutral 10%<br>Disagree 3%<br>Strongly Disagree 1%<br>Don't Know/Not Applicable 1% | | | | | 75% or more Agree or Strongly Agree | YES | YES | YES | YES | YES |
| IS THIS SCHOOL AN IMPROVING SCHOOL? (1988 Standard) | | | | | 70% TEAMS mastery | YES | | | | |
| (1989 Standard) | | | | | 75% TEAMS mastery | | YES | | | |
| (1990 Standard) | | | | | 80% TEAMS mastery | | | YES | | |
| (1991 Standard) | | | | | 85% TAAS mastery | | | | NO | |
| (1992 Standard) | | | | | 85% TAAS mastery | | | | | NO |
| DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS? | | | | | All of the above. | N/A | NO | NO | NO | NO |
| IS THIS SCHOOL AN EFFECTIVE SCHOOL? | | | | 137 | Standards met for 2 consecutive years. | N/A | NO | NO | NO | NO |

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Attachment 2-1 (Page 18 of 20)

# EFFECTIVE SCHOOL STANDARDS REPORT 1991-92

## SIMS ELEMENTARY

**AUSTIN INDEPENDENT SCHOOL DISTRICT**
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

| 1992 DATA | | | | | STANDARD | MET? | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 1988 | 1989 | 1990 | 1991 | 1992 |
| 1. Student average percent of attendance | | | | 95.1 | 95% or greater | YES | YES | NO | NO | YES |
| 2. Average number of teacher absences | | | | 5.0 | 5 or fewer days | NO | NO | NO | NO | YES |
| 3. TAAS: Percent Mastery | | Math | Reading | Writing | | | | | | |
| ENGLISH | | | | | | | | | | |
| ALL | (N= 82) | 45% | 49% | 54% | 85% or greater | NO | NO | NO | NO | NO |
| Boys | (N= 46) | 35% | 40% | 41% | Difference 7% or less by: | | | | | |
| Girls | (N= 36) | 57% | 61% | 69% | | | | | | |
| Low Income | (N= 67) | 40% | 43% | 48% | Sex | NO | NO | NO | NO | NO |
| Non-Low Income | (N= 15) | -% | -% | -% | Income | YES | NO | - | - | - |
| Black | (N= 69) | 45% | 51% | 58% | Ethnicity | - | NO | - | - | - |
| Hispanic | (N= 12) | -% | -% | -% | | | | | | |
| Other | (N= 0) | -% | -% | -% | | | | | | |
| | | Math | Reading | Writing | | | | | | |
| SPANISH | | | | | | | | | | |
| ALL | (N= 0) | -% | -% | -% | 85% or greater | - | - | - | - | - |
| Boys | (N= 0) | -% | -% | -% | | | | | | |
| Girls | (N= 0) | -% | -% | -% | | | | | | |
| Low Income | (N= 0) | -% | -% | -% | Difference 7% or less by: | | | | | |
| Non-Low Income | (N= 0) | -% | -% | -% | | | | | | |
| | | | | | Sex | - | - | - | - | - |
| | | | | | Income | - | - | - | - | - |
| 4. ITBS/NAPT Composite Achievement | | | | | | | | | | |
| Percent in bottom quartile | | | | 32% | Fewer than 10% | NO | NO | NO | NO | NO |
| Median Percentile: ALL | (N= 214) | 40 | | | 50 or greater | NO | NO | NO | NO | NO |
| Boys | (N= 103) | 40 | | | Difference 7%iles or less by: | | | | | |
| Girls | (N= 111) | 40 | | | | | | | | |
| Low Income | (N= 185) | 37 | | | | | | | | |
| Non-Low Income | (N= 29) | 56 | | | Sex | YES | YES | NO | NO | YES |
| Black | (N= 163) | 44 | | | Income | NO | NO | NO | NO | NO |
| Hispanic | (N= 40) | 33 | | | | | | | | |
| Other | (N= 7) | - | | | Ethnicity | NO | NO | YES | NO | NO |
| 5. Parent Evaluation<br>My child's school is an effective (excellent) school.<br>Strongly Agree 26%<br>Agree 44%<br>Neutral 20%<br>Disagree 7%<br>Strongly Disagree 2%<br>Don't Know/Not Applicable 2% | | | | | 75% or more Agree or Strongly Agree | YES | YES | NO | NO | NO |
| IS THIS SCHOOL AN IMPROVING SCHOOL? (1988 Standard) | | | | | 70% TEAMS mastery | NO | | | | |
| (1989 Standard) | | | | | 75% TEAMS mastery | | YES | | | |
| (1990 Standard) | | | | | 80% TEAMS mastery | | | NO | | |
| (1991 Standard) | | | | | 85% TAAS mastery | | | | NO | |
| (1992 Standard) | | | | | 85% TAAS mastery | | | | | NO |
| DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS? | | | | | All of the above. | N/A | NO | NO | NO | NO |
| IS THIS SCHOOL AN EFFECTIVE SCHOOL? | | | | | Standards met for 2 consecutive years. | N/A | NO | NO | NO | NO |

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Attachment 2-1 (Page 19 of 20)

# EFFECTIVE SCHOOL STANDARDS REPORT 1991-92

## WINN ELEMENTARY

**AUSTIN INDEPENDENT SCHOOL DISTRICT**
**DEPARTMENT OF MANAGEMENT INFORMATION**
**OFFICE OF RESEARCH AND EVALUATION**

| 1992 DATA | | | | | STANDARD | MET? | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 1988 | 1989 | 1990 | 1991 | 1992 |
| 1. Student average percent of attendance | | | | 95.7 | 95% or greater | YES | YES | YES | YES | YES |
| 2. Average number of teacher absences | | | | 5.2 | 5 or fewer days | NO | NO | NO | NO | NO |
| 3. TAAS: Percent Mastery | | Math | Reading | Writing | | | | | | |
| ENGLISH | | | | | | | | | | |
| ALL | (N= 209) | 50% | 54% | 54% | 85% or greater | NO | YES | NO | NO | NO |
| Boys | (N= 101) | 51% | 48% | 46% | Difference 7% or less by: | | | | | |
| Girls | (N= 108) | 49% | 59% | 61% | | | | | | |
| Low Income | (N= 154) | 48% | 50% | 52% | Sex | NO | NO | NO | NO | NO |
| Non-Low Income | (N= 55) | 57% | 63% | 58% | Income | NO | NO | YES | NO | NO |
| Black | (N= 160) | 49% | 51% | 49% | Ethnicity | NO | YES | - | NO | NO |
| Hispanic | (N= 44) | 56% | 62% | 66% | | | | | | |
| Other | (N= 5) | -% | -% | -% | | | | | | |
| SPANISH | | Math | Reading | Writing | | | | | | |
| ALL | (N= 5) | -% | -% | -% | 85% or greater | - | - | - | - | - |
| Boys | (N= 3) | -% | -% | -% | | | | | | |
| Girls | (N= 2) | -% | -% | -% | | | | | | |
| Low Income | (N= 5) | -% | -% | -% | Difference 7% or less by: | | | | | |
| Non-Low Income | (N= 0) | -% | -% | -% | | | | | | |
| | | | | | Sex | - | - | - | - | - |
| | | | | | Income | - | - | - | - | - |
| 4. ITBS/NAPT Composite Achievement | | | | | | | | | | |
| Percent in bottom quartile | | | | 34% | Fewer than 10% | NO | NO | NO | NO | NO |
| Median Percentile: ALL | (N= 601) | 38 | | | 50 or greater | NO | NO | NO | NO | NO |
| Boys | (N= 286) | 35 | | | Difference 7%iles or less by: | | | | | |
| Girls | (N= 312) | 43 | | | | | | | | |
| Low Income | (N= 460) | 35 | | | | | | | | |
| Non-Low Income | (N= 141) | 50 | | | Sex | NO | YES | YES | YES | NO |
| Black | (N= 458) | 37 | | | Income | NO | NO | NO | YES | NO |
| Hispanic | (N= 115) | 44 | | | | | | | | |
| Other | (N= 19) | - | | | Ethnicity | NO | NO | NO | NO | YES |
| 5. Parent Evaluation<br>My child's school is an effective (excellent) school. | | | | | | | | | | |
| Strongly Agree 21%<br>Agree 54%<br>Neutral 18%<br>Disagree 4%<br>Strongly Disagree 0%<br>Don't Know/Not Applicable 2% | | | | | 75% or more Agree or Strongly Agree | YES | YES | YES | YES | YES |
| IS THIS SCHOOL AN IMPROVING SCHOOL? | (1988 Standard) | | | | 70% TEAMS mastery | YES | | | | |
| | (1989 Standard) | | | | 75% TEAMS mastery | | NO | | | |
| | (1990 Standard) | | | | 80% TEAMS mastery | | | NO | | |
| | (1991 Standard) | | | | 85% TAAS mastery | | | | NO | |
| | (1992 Standard) | | | | 85% TAAS mastery | | | | | NO |
| DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS? | | | | | All of the above. | N/A | NO | NO | NO | NO |
| IS THIS SCHOOL AN EFFECTIVE SCHOOL? | | | | | Standards met for 2 consecutive years. | N/A | NO | NO | NO | NO |

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# EFFECTIVE SCHOOL STANDARDS REPORT 1991-92

## ZAVALA ELEMENTARY

**AUSTIN INDEPENDENT SCHOOL DISTRICT**
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

| 1992 DATA | | | | | STANDARD | MET? 1988 | 1989 | 1990 | 1991 | 1992 |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. Student average percent of attendance | | | | 96.2 | 95% or greater | NO | YES | YES | YES | YES |
| 2. Average number of teacher absences | | | | 2.6 | 5 or fewer days | YES | YES | YES | YES | YES |
| 3. **TAAS:** Percent Mastery | | Math | Reading | Writing | | | | | | |
| **ENGLISH** | | | | | | | | | | |
| **ALL** | (N= 85) | 42% | 39% | 34% | 85% or greater | NO | NO | NO | NO | NO |
| Boys | (N= 39) | 42% | 28% | 26% | Difference 7% or less by: | | | | | |
| Girls | (N= 46) | 42% | 49% | 41% | | | | | | |
| Low Income | (N= 80) | 40% | 38% | 31% | Sex | YES | NO | NO | NO | NO |
| Non-Low Income | (N= 4) | -% | -% | -% | Income | - | - | - | - | - |
| Black | (N= 17) | -% | -% | -% | | | | | | |
| Hispanic | (N= 66) | 45% | 40% | 36% | Ethnicity | NO | NO | - | - | - |
| Other | (N= 1) | -% | -% | -% | | | | | | |
| **SPANISH** | | Math | Reading | Writing | | | | | | |
| **ALL** | (N= 5) | -% | -% | -% | 85% or greater | - | - | - | - | - |
| Boys | (N= 1) | -% | -% | -% | Difference 7% or less by: | | | | | |
| Girls | (N= 4) | -% | -% | -% | | | | | | |
| Low Income | (N= 5) | -% | -% | -% | Sex | - | - | - | - | - |
| Non-Low Income | (N= 0) | -% | -% | -% | Income | - | - | - | - | - |
| 4. **ITBS/NAPT** Composite Achievement | | | | | | | | | | |
| • Percent in bottom quartile | | | | 28% | Fewer than 10% | NO | NO | NO | NO | NO |
| Median Percentile: **ALL** | (N= 200) | 45 | | | 50 or greater | NO | NO | NO | NO | NO |
| Boys | (N= 89) | 48 | | | Difference 7%iles or less by: | | | | | |
| Girls | (N= 111) | 43 | | | | | | | | |
| Low Income | (N= 188) | 45 | | | Sex | YES | YES | YES | YES | YES |
| Non-Low Income | (N= 12) | - | | | Income | - | - | - | - | - |
| Black | (N= 27) | 32 | | | | | | | | |
| Hispanic | (N= 171) | 47 | | | | | | | | |
| Other | (N= 2) | - | | | Ethnicity | YES | NO | YES | YES | NO |
| 5. **Parent Evaluation** | | | | | 75% or more Agree or Strongly Agree | YES | YES | YES | YES | YES |
| IS THIS SCHOOL AN IMPROVING SCHOOL? (1988 Standard) | | | | | 70% TEAMS mastery | YES | | | | |
| (1989 Standard) | | | | | 75% TEAMS mastery | | NO | | | |
| (1990 Standard) | | | | | 80% TEAMS mastery | | | NO | | |
| (1991 Standard) | | | | | 85% TAAS mastery | | | | NO | |
| (1992 Standard) | | | | | 85% TAAS mastery | | | | | NO |
| DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS? | | | | | All of the above. | N/A | NO | NO | NO | NO |
| IS THIS SCHOOL AN EFFECTIVE SCHOOL? | | | | | Standards met for 2 consecutive years. | N/A | NO | NO | NO | NO |

My child's school is an effective (excellent) school.

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Don't Know/Not Applicable |
|---|---|---|---|---|---|
| 39% | 42% | 16% | 4% | 0% | 0% |

## *ATTACHMENT 2-2*

### *Priority Schools ITBS Summary*

Summary median percentiles (1991 norms) are presented by grade and subject areas for 1987, 1988, 1989, 1990, and 1991 for the Priority Schools as a group. Also included are changes (by grade and subject area) from 1987 to 1988, 1988 to 1989, 1987 to 1990, 1989 to 1990, 1987 to 1991, 1990 to 1991, and 1991 to 1992 data.

Date: 9-22-92
ITBS Summary

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

## PRIORITY SCHOOLS ITBS SUMMARY, GRADES 1-2
## 1987, 1988, 1989, 1990, 1991, 1992 (1991 norms)

| | | VOCABULARY | | | | | | READING COMPREHENSION | | | | | | MATHEMATICS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| GRADE | | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu |
| FIRST | %ILE | 29 | 40 | 41 | 44 | 42 | 47 | 28 | 36 | 37 | 38 | 37 | 40 | 35 | 46 | 42 | 41 | 47 | 41 |
| | N | 965 | 1049 | 898 | 811 | 806 | 809 | 958 | 1056 | 896 | 810 | 804 | 808 | 964 | 1055 | 892 | 811 | 808 | 803 |
| SECOND | %ILE | 33 | 35 | 39 | 37 | 41 | 41 | 31 | 32 | 36 | 33 | 36 | 40 | 44 | 48 | 51 | 46 | 55 | 58 |
| | N | 769 | 953 | 808 | 838 | 760 | 769 | 769 | 952 | 805 | 841 | 761 | 769 | 796 | 956 | 803 | 848 | 769 | 762 |

| | | SPELLING | | | | | | WORD ANALYSIS | | | | | | COMPOSITE | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| GRADE | | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu |
| FIRST | %ILE | 33 | 40 | 37 | 40 | 40 | 48 | 38 | 54 | 53 | 50 | 51 | 50 | 32 | 44 | 39 | 43 | 42 | 44 |
| | N | 950 | 1042 | 893 | 809 | 807 | 803 | 971 | 1053 | 897 | 814 | 811 | 811 | 940 | 1024 | 882 | 800 | 793 | 782 |
| SECOND | %ILE | 38 | 42 | 49 | 44 | 44 | 55 | 46 | 48 | 52 | 51 | 55 | 62 | 38 | 40 | 44 | 43 | 47 | 55 |
| | N | 766 | 950 | 806 | 840 | 755 | 769 | 768 | 952 | 809 | 836 | 765 | 770 | 759 | 937 | 794 | 822 | 746 | 748 |

CHANGE FROM 1987 (AREA) TO 1988

| GRADE | 1 | 2 |
|---|---|---|
| Vocabulary | +11 | +2 |
| Reading Comprehension | +8 | +1 |
| Mathematics | +11 | +4 |
| Spelling | +7 | +4 |
| Word Analysis | +16 | +2 |
| Composite | +12 | +2 |

CHANGE FROM 1988 TO 1989

| GRADE | 1 | 2 |
|---|---|---|
| Vocabulary | +1 | +4 |
| Reading Comprehension | +1 | +4 |
| Mathematics | -4 | +3 |
| Spelling | -3 | +7 |
| Word Analysis | -1 | +4 |
| Composite | -5 | +4 |

CHANGE FROM 1987 (AREA) TO 1989

| GRADE | 1 | 2 |
|---|---|---|
| Vocabulary | +12 | +6 |
| Reading Comprehension | +9 | +5 |
| Mathematics | +7 | +7 |
| Spelling | +4 | +11 |
| Word Analysis | +15 | +6 |
| Composite | +7 | +6 |

CHANGE FROM 1989 TO 1990

| GRADE | 1 | 2 |
|---|---|---|
| Vocabulary | +3 | -2 |
| Reading Comprehension | +1 | -3 |
| Mathematics | -1 | -5 |
| Spelling | +3 | -5 |
| World Analysis | -3 | -1 |
| Composite | +4 | -1 |

CHANGE FROM 1987 (AREA) TO 1990

| GRADE | 1 | 2 |
|---|---|---|
| Vocabulary | +15 | +4 |
| Reading Comprehension | +10 | +2 |
| Mathematics | +6 | +2 |
| Spelling | +7 | +6 |
| Word Analysis | +12 | +5 |
| Composite | +11 | +5 |

CHANGE FROM 1987 (AREA) TO 1991

| GRADE | 1 | 2 |
|---|---|---|
| Vocabulary | +13 | +8 |
| Reading Comprehension | +9 | +5 |
| Mathematics | +12 | +11 |
| Spelling | +7 | +6 |
| Word Analysis | +13 | +9 |
| Composite | +10 | +9 |

CHANGE FROM 1990 TO 1991

| GRADE | 1 | 2 |
|---|---|---|
| Vocabulary | -2 | +4 |
| Reading Comprehension | -1 | +3 |
| Mathematics | +6 | +9 |
| Spelling | NC | NC |
| Word Analysis | +1 | +4 |
| Composite | -1 | +4 |

CHANGE FROM 1987 TO 1992

| GRADE | 1 | 2 |
|---|---|---|
| Vocabulary | +18 | +8 |
| Reading Comprehension | +12 | +9 |
| Mathematics | +6 | +14 |
| Spelling | +15 | +17 |
| Word Analysis | +12 | +16 |
| Composite | +12 | +17 |

CHANGE FROM 1991 TO 1992

| GRADE | 1 | 2 |
|---|---|---|
| Vocabulary | +5 | NC |
| Reading Comprehension | +3 | +4 |
| Mathematics | -6 | +3 |
| Spelling | +8 | +11 |
| Word Analysis | -1 | +7 |
| Composite | +2 | +8 |

Attachment 2-2
(Page 1 of 2)

Date: 9-22-92
ITBS SUMMARY

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

*1992 WORK STUDY PERCENTILES NOT AVAILABLE

## PRIORITY SCHOOLS ITBS SUMMARY, GRADES 3-6 (1991 norms)
## 1987, 1988, 1989, 1990, 1991, 1992

### VOCABULARY

| GRADE | | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu |
|---|---|---|---|---|---|---|---|
| THIRD | %ILE | 34 | 39 | 31 | 30 | 30 | 31 |
| | N | 759 | 811 | 803 | 795 | 796 | 850 |
| FOURTH | %ILE | 21 | 24 | 27 | 27 | 27 | 26 |
| | N | 622 | 724 | 626 | 657 | 774 | 850 |
| FIFTH | %ILE | 23 | 23 | 18 | 24 | 24 | 27 |
| | N | 603 | 676 | 664 | 645 | 772 | 787 |
| SIXTH | %ILE | 22 | 22 | 16 | 20 | 20 | 26 |
| | N | 149 | 157 | 161 | 165 | 149 | 153 |

### READING COMPREHENSION

| GRADE | | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu |
|---|---|---|---|---|---|---|---|
| THIRD | %ILE | 27 | 36 | 31 | 28 | 31 | 40 |
| | N | 757 | 810 | 805 | 792 | 794 | 849 |
| FOURTH | %ILE | 17 | 19 | 26 | 27 | 27 | 26 |
| | N | 622 | 724 | 625 | 657 | 774 | 849 |
| FIFTH | %ILE | 19 | 17 | 25 | 27 | 28 | 34 |
| | N | 603 | 676 | 664 | 645 | 773 | 788 |
| SIXTH | %ILE | 19 | 16 | 19 | 21 | 24 | 29 |
| | N | 149 | 157 | 161 | 165 | 149 | 153 |

### MATHEMATICS

| GRADE | | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu |
|---|---|---|---|---|---|---|---|
| THIRD | %ILE | 39 | 46 | 34 | 36 | 39 | 50 |
| | N | 758 | 816 | 806 | 783 | 798 | 851 |
| FOURTH | %ILE | 23 | 27 | 32 | 34 | 36 | 31 |
| | N | 620 | 726 | 626 | 659 | 774 | 842 |
| FIFTH | %ILE | 26 | 25 | 32 | 35 | 35 | 37 |
| | N | 601 | 685 | 663 | 640 | 774 | 788 |
| SIXTH | %ILE | 29 | 28 | 29 | 33 | 33 | 35 |
| | N | 149 | 160 | 161 | 165 | 148 | 152 |

### LANGUAGE

| GRADE | | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu |
|---|---|---|---|---|---|---|---|
| THIRD | %ILE | 51 | 59 | 54 | 59 | 65 | 56 |
| | N | 751 | 808 | 801 | 789 | 787 | 848 |
| FOURTH | %ILE | 30 | 40 | 40 | 46 | 47 | 44 |
| | N | 619 | 719 | 622 | 653 | 769 | 844 |
| FIFTH | %ILE | 25 | 34 | 39 | 35 | 44 | 46 |
| | N | 602 | 670 | 660 | 640 | 766 | 784 |
| SIXTH | %ILE | 31 | 32 | 24 | 34 | 40 | 42 |
| | N | 148 | 157 | 161 | 165 | 149 | 154 |

### WORK STUDY

| GRADE | | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu |
|---|---|---|---|---|---|---|---|
| THIRD | %ILE | 39 | 46 | 37 | 37 | 39 | N/A* |
| | N | 756 | 803 | 804 | 790 | 790 | N/A* |
| FOURTH | %ILE | 30 | 28 | 32 | 38 | 37 | N/A* |
| | N | 620 | 720 | 624 | 656 | 768 | N/A* |
| FIFTH | %ILE | 29 | 27 | 33 | 36 | 36 | N/A* |
| | N | 600 | 675 | 664 | 636 | 770 | N/A* |
| SIXTH | %ILE | 33 | 28 | 29 | 27 | 30 | N/A* |
| | N | 149 | 157 | 162 | 166 | 148 | N/A* |

### COMPOSITE

| GRADE | | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu |
|---|---|---|---|---|---|---|---|
| THIRD | %ILE | 37 | 45 | 37 | 38 | 42 | 43 |
| | N | 749 | 803 | 799 | 774 | 783 | 827 |
| FOURTH | %ILE | 21 | 30 | 32 | 33 | 33 | 28 |
| | N | 617 | 712 | 619 | 652 | 764 | 811 |
| FIFTH | %ILE | 26 | 26 | 28 | 30 | 30 | 35 |
| | N | 598 | 666 | 656 | 631 | 764 | 762 |
| SIXTH | %ILE | 27 | 24 | 21 | 26 | 27 | 33 |
| | N | 148 | 157 | 160 | 164 | 147 | 151 |

CHANGE FROM 1987 (AREA) TO 1988

| GRADE | 3 | 4 | 5 | 6 |
|---|---|---|---|---|
| Vocabulary | +5 | +3 | NC | NC |
| Reading Comprehension | +9 | +2 | -2 | -3 |
| Mathematics | +7 | +4 | -1 | -1 |
| Language | +8 | +10 | +9 | +1 |
| Work Study | +7 | -2 | -2 | -5 |
| Composite | +8 | +9 | NC | -3 |

CHANGE FROM 1987 (AREA) TO 1989

| GRADE | 3 | 4 | 5 | 6 |
|---|---|---|---|---|
| Vocabulary | -3 | +6 | -5 | -6 |
| Reading Comprehension | +4 | +9 | +6 | NC |
| Mathematics | -5 | +9 | +6 | NC |
| Language | +3 | +10 | +14 | -7 |
| Work Study | -2 | + 2 | + 4 | -4 |
| Composite | NC | +11 | +2 | -6 |

CHANGE FROM 1987 (AREA) TO 1990

| GRADE | 3 | 4 | 5 | 6 |
|---|---|---|---|---|
| Vocabulary | -4 | +6 | + 1 | -2 |
| Reading Comprehension | +1 | +10 | + 8 | +2 |
| Mathematics | -3 | +11 | +9 | +4 |
| Language | +8 | +16 | +10 | +3 |
| Work Study | -2 | + 8 | + 7 | -6 |
| Composite | +1 | +12 | +4 | -1 |

CHANGE FROM 1987 (AREA) TO 1991

| GRADE | 3 | 4 | 5 | 6 |
|---|---|---|---|---|
| Vocabulary | -4 | +6 | +1 | -2 |
| Reading Comprehension | +4 | +10 | +9 | +5 |
| Mathematics | NC | +13 | +9 | +4 |
| Language | +14 | +17 | +19 | +9 |
| Work Study | NC | +7 | +7 | -3 |
| Composite | + 5 | +12 | +4 | NC |

CHANGE FROM 1987 TO 1992

| GRADE | 3 | 4 | 5 | 6 |
|---|---|---|---|---|
| Vocabulary | -3 | +5 | +4 | +4 |
| Reading Comprehension | +13 | +9 | +15 | +10 |
| Mathematics | +11 | +8 | +11 | +6 |
| Language | +5 | +14 | +21 | +11 |
| Work Study | NA | NA | NA | NA |
| Composite | +6 | +7 | +9 | +6 |

CHANGE FROM 1991 TO 1992

| GRADE | 3 | 4 | 5 | 6 |
|---|---|---|---|---|
| Vocabulary | +1 | -1 | +3 | +6 |
| Reading Comprehension | +9 | -1 | +6 | +5 |
| Mathematics | +11 | -5 | +2 | +2 |
| Language | -9 | -3 | +2 | +2 |
| Work Study | NA | NA | NA | NA |
| Composite | +1 | -5 | +5 | +6 |

Attachment 2-2
(Page 2 of 2)

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## *ATTACHMENT 2-3*

### *Priority Schools ITBS Summary by Ethnicity*

This contains the summary median percentiles (1991 norms) for African Americans, Hispanics, and Others by grade and subjet area. This is the Priority Schools with data for 1987, 1988, 1989, 1990, 1991, and 1992. Also included are changes (by grade and subject area) from 1987 to 1988, 1988 to 1989, 1987 to 1990, 1989 to 1990, 1987 to 1991, 1990 to 1991, and 1991 to 1992.

Date: 9-22-92
ITBS MEDIANS,
AFRICAN AMERICANS

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

## PRIORITY SCHOOLS ITBS SUMMARY, GRADES 1-2
1987, 1988, 1989, 1990, 1991, 1992 (1991 norms)

### VOCABULARY

| GRADE | | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu |
|---|---|---|---|---|---|---|---|
| FIRST | %ILE | 28 | 42 | 42 | 46 | 45 | 47 |
| | N | 414 | 442 | 395 | 307 | 355 | 350 |
| SECOND | %ILE | 31 | 32 | 35 | 34 | 34 | 35 |
| | N | 327 | 407 | 344 | 360 | 297 | 350 |

### READING COMPREHENSION

| GRADE | | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu |
|---|---|---|---|---|---|---|---|
| FIRST | %ILE | 28 | 36 | 37 | 39 | 37 | 40 |
| | N | 410 | 449 | 392 | 308 | 355 | 351 |
| SECOND | %ILE | 27 | 27 | 33 | 32 | 35 | 36 |
| | N | 769 | 952 | 805 | 362 | 298 | 349 |

### MATHEMATICS

| GRADE | | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu |
|---|---|---|---|---|---|---|---|
| FIRST | %ILE | 34 | 41 | 42 | 44 | 48 | 37 |
| | N | 412 | 438 | 390 | 308 | 355 | 344 |
| SECOND | %ILE | 39 | 40 | 45 | 41 | 43 | 54 |
| | N | 327 | 406 | 341 | 359 | 297 | 345 |

### SPELLING

| GRADE | | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu |
|---|---|---|---|---|---|---|---|
| FIRST | %ILE | 35 | 45 | 43 | 43 | 44 | 50 |
| | N | 950 | 1042 | 893 | 307 | 355 | 349 |
| SECOND | %ILE | 38 | 44 | 50 | 46 | 44 | 59 |
| | N | 328 | 407 | 344 | 361 | 296 | 350 |

### WORD ANALYSIS

| GRADE | | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu |
|---|---|---|---|---|---|---|---|
| FIRST | %ILE | 38 | 52 | 50 | 53 | 51 | 51 |
| | N | 415 | 441 | 393 | 307 | 358 | 350 |
| SECOND | %ILE | 46 | 48 | 52 | 43 | 43 | 57 |
| | N | 768 | 952 | 809 | 360 | 300 | 351 |

### COMPOSITE

| GRADE | | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu |
|---|---|---|---|---|---|---|---|
| FIRST | %ILE | 32 | 42 | 42 | 45 | 44 | 44 |
| | N | 402 | 427 | 386 | 301 | 347 | 341 |
| SECOND | %ILE | 34 | 36 | 40 | 38 | 41 | 51 |
| | N | 324 | 396 | 339 | 348 | 290 | 338 |

### CHANGE FROM 1987 (AREA) TO 1988

| GRADE | 1 | 2 |
|---|---|---|
| Vocabulary | +14 | +1 |
| Reading Comprehension | + 8 | NC |
| Mathematics | +7 | +1 |
| Spelling | +10 | +6 |
| Word Analysis | +14 | +2 |
| Composite | +10 | +2 |

### CHANGE FROM 1988 TO 1989

| GRADE | 1 | 2 |
|---|---|---|
| Vocabulary | NC | +3 |
| Reading Comprehension | +1 | +6 |
| Mathematics | +1 | +5 |
| Spelling | -2 | +6 |
| Word Analysis | -2 | +4 |
| Composite | NC | +4 |

### CHANGE FROM 1987 (AREA) TO 1989

| GRADE | 1 | 2 |
|---|---|---|
| Vocabulary | +14 | +4 |
| Reading Comprehension | +9 | +6 |
| Mathematics | +8 | +6 |
| Spelling | +8 | +12 |
| Word Analysis | +12 | +6 |
| Composite | +10 | +6 |

### CHANGE FROM 1989 TO 1990

| GRADE | 1 | 2 |
|---|---|---|
| Vocabulary | +4 | -1 |
| Reading Comprehension | +2 | -1 |
| Mathematics | +2 | -4 |
| Spelling | NC | -4 |
| World Analysis | +3 | -9 |
| Composite | +3 | -2 |

### CHANGE FROM 1987 (AREA) TO 1990

| GRADE | 1 | 2 |
|---|---|---|
| Vocabulary | +18 | +3 |
| Reading Comprehension | +11 | +5 |
| Mathematics | +10 | +2 |
| Spelling | + 8 | +8 |
| Word Analysis | +15 | -3 |
| Composite | +13 | +4 |

### CHANGE FROM 1987 (AREA) TO 1991

| GRADE | 1 | 2 |
|---|---|---|
| Vocabulary | +17 | +3 |
| Reading Comprehension | +9 | +8 |
| Mathematics | +14 | +4 |
| Spelling | +9 | +6 |
| Word Analysis | +13 | -3 |
| Composite | +12 | +7 |

### CHANGE FROM 1990 TO 1991

| GRADE | 1 | 2 |
|---|---|---|
| Vocabulary | -1 | NC |
| Reading Comprehension | -2 | +3 |
| Mathematics | +4 | +2 |
| Spelling | +1 | -2 |
| Word Analysis | -2 | NC |
| Composite | -1 | +3 |

### CHANGE FROM 1987 TO 1992

| GRADE | 1 | 2 |
|---|---|---|
| Vocabulary | +19 | +4 |
| Reading Comprehension | +12 | +9 |
| Mathematics | +3 | +15 |
| Spelling | +15 | +21 |
| Word Analysis | +13 | +11 |
| Composite | +12 | +17 |

### CHANGE FROM 1991 TO 1992

| GRADE | 1 | 2 |
|---|---|---|
| Vocabulary | +2 | +1 |
| Reading Comprehension | +3 | +1 |
| Mathematics | -11 | +11 |
| Spelling | +6 | +15 |
| Word Analysis | NC | +14 |
| Composite | NC | +10 |

Attachment 2-3
(Page 1 of 6)

BEST COPY AVAILABLE

Date: 9-22-92
ITBS MEDIANS,
AFRICAN AMERICANS

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information

*1992 WORK STUDY PERCENTILES NOT AVAILABLE

91.04

## PRIORITY SCHOOLS ITBS SUMMARY FOR AFRICAN AMERICANS, GRADES 3-6 (1991 norms)

1992 DATA ARE NAPT
1987, 1988, 1989, 1990, 1991, 1992

### VOCABULARY

| GRADE | | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu |
|---|---|---|---|---|---|---|---|
| THIRD | %ILE | 32 | 37 | 30 | 30 | 30 | 31 |
| | N | 356 | 340 | 350 | 322 | 328 | 283 |
| FOURTH | %ILE | 21 | 21 | 24 | 24 | 26 | 28 |
| | N | 248 | 285 | 234 | 229 | 315 | 340 |
| FIFTH | %ILE | 23 | 21 | 18 | 23 | 24 | 27 |
| | N | 232 | 249 | 258 | 235 | 316 | 297 |
| SIXTH | %ILE | 22 | 15 | 17 | 25 | 19 | 18 |
| | N | 65 | 52 | 49 | 46 | 44 | 50 |

### READING COMPREHENSION

| GRADE | | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu |
|---|---|---|---|---|---|---|---|
| THIRD | %ILE | 24 | 27 | 29 | 28 | 30 | 40 |
| | N | 355 | 340 | 351 | 319 | 327 | 283 |
| FOURTH | %ILE | 14 | 16 | 23 | 24 | 23 | 23 |
| | N | 248 | 285 | 233 | 229 | 315 | 339 |
| FIFTH | %ILE | 14 | 13 | 21 | 25 | 25 | 33 |
| | N | 232 | 249 | 258 | 235 | 317 | 298 |
| SIXTH | %ILE | 20 | 12 | 16 | 20 | 19 | 20 |
| | N | 65 | 52 | 49 | 46 | 44 | 50 |

### MATHEMATICS

| GRADE | | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu |
|---|---|---|---|---|---|---|---|
| THIRD | %ILE | 34 | 38 | 29 | 28 | 35 | 43 |
| | N | 355 | 342 | 350 | 314 | 326 | 286 |
| FOURTH | %ILE | 17 | 19 | 32 | 27 | 24 | 25 |
| | N | 248 | 282 | 235 | 230 | 316 | 335 |
| FIFTH | %ILE | 19 | 20 | 24 | 27 | 28 | 29 |
| | N | 232 | 252 | 257 | 232 | 316 | 299 |
| SIXTH | %ILE | 25 | 21 | 23 | 29 | 27 | 20 |
| | N | 64 | 53 | 48 | 46 | 44 | 51 |

### LANGUAGE

| GRADE | | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu |
|---|---|---|---|---|---|---|---|
| THIRD | %ILE | 47 | 52 | 52 | 52 | 62 | 56 |
| | N | 352 | 340 | 350 | 316 | 321 | 285 |
| FOURTH | %ILE | 26 | 36 | 34 | 40 | 43 | 41 |
| | N | 248 | 282 | 233 | 227 | 312 | 335 |
| FIFTH | %ILE | 32 | 30 | 35 | 37 | 39 | 44 |
| | N | 232 | 248 | 254 | 233 | 314 | 296 |
| SIXTH | %ILE | 28 | 26 | 28 | 37 | 30 | 34 |
| | N | 64 | 52 | 49 | 46 | 44 | 51 |

### WORK STUDY

| GRADE | | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu |
|---|---|---|---|---|---|---|---|
| THIRD | %ILE | 36 | 42 | 32 | 33 | 34 | *N/A |
| | N | 355 | 336 | 350 | 317 | 322 | *N/A |
| FOURTH | %ILE | 24 | 26 | 32 | 31 | 29 | *N/A |
| | N | 248 | 282 | 235 | 228 | 313 | *N/A |
| FIFTH | %ILE | 26 | 20 | 24 | 31 | 30 | *N/A |
| | N | 230 | 250 | 255 | 230 | 316 | *N/A |
| SIXTH | %ILE | 25 | 20 | 21 | 21 | 20 | *N/A |
| | N | 64 | 52 | 49 | 46 | 43 | *N/A |

### COMPOSITE

| GRADE | | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu |
|---|---|---|---|---|---|---|---|
| THIRD | %ILE | 31 | 38 | 34 | 34 | 36 | 44 |
| | N | 352 | 336 | 349 | 307 | 319 | 273 |
| FOURTH | %ILE | 16 | 22 | 26 | 26 | 28 | 25 |
| | N | 246 | 278 | 230 | 227 | 311 | 319 |
| FIFTH | %ILE | 24 | 22 | 24 | 25 | 25 | 32 |
| | N | 230 | 245 | 254 | 228 | 312 | 283 |
| SIXTH | %ILE | 25 | 16 | 16 | 20 | 19 | 20 |
| | N | 64 | 52 | 48 | 46 | 43 | 50 |

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### CHANGE FROM 1987 (AREA) TO 1988

| GRADE | 3 | 4 | 5 | 6 |
|---|---|---|---|---|
| Vocabulary | +5 | NC | -2 | -7 |
| Reading Comprehension | +3 | +2 | -1 | -8 |
| Mathematics | +4 | +2 | +1 | -4 |
| Language | +5 | +10 | -2 | -2 |
| Work Study | +6 | +2 | -6 | -5 |
| Composite | +7 | +6 | -2 | -9 |

### CHANGE FROM 1987 (AREA) TO 1989

| GRADE | 3 | 4 | 5 | 6 |
|---|---|---|---|---|
| Vocabulary | -2 | +3 | -5 | -5 |
| Reading Comprehension | +5 | +9 | +7 | -4 |
| Mathematics | -5 | +15 | +5 | -2 |
| Language | +5 | + 8 | +3 | NC |
| Work Study | -4 | + 8 | -2 | -4 |
| Composite | +3 | +10 | NC | -9 |

### CHANGE FROM 1987 (AREA) TO 1991

| GRADE | 3 | 4 | 5 | 6 |
|---|---|---|---|---|
| Vocabulary | -2 | +5 | +1 | -3 |
| Reading Comprehension | +6 | +9 | +11 | -1 |
| Mathematics | +1 | +7 | +9 | +2 |
| Language | +15 | +17 | +7 | +2 |
| Work Study | -2 | +5 | +4 | -5 |
| Composite | +5 | +12 | +1 | -6 |

### CHANGE FROM 1990 TO 1991

| GRADE | 3 | 4 | 5 | 6 |
|---|---|---|---|---|
| Vocabulary | NC | +2 | +1 | -6 |
| Reading Comprehension | +2 | -1 | NC | -1 |
| Mathematics | +7 | -3 | +1 | -2 |
| Language | +10 | +3 | +2 | -7 |
| Work Study | +1 | -2 | -1 | -1 |
| Composite | +2 | +2 | NC | -1 |

### CHANGE FROM 1987 TO 1992

| GRADE | 3 | 4 | 5 | 6 |
|---|---|---|---|---|
| Vocabulary | -1 | +7 | +4 | -4 |
| Reading Comprehension | +16 | +9 | +19 | NC |
| Mathematics | +9 | +8 | +10 | -5 |
| Language | +9 | +15 | +12 | +6 |
| Work Study | NA | NA | NA | NA |
| Composite | +13 | +9 | +8 | -5 |

### CHANGE FROM 1991 TO 1992

| GRADE | 3 | 4 | 5 | 6 |
|---|---|---|---|---|
| Vocabulary | +1 | +2 | +3 | -1 |
| Reading Comprehension | +10 | NC | +8 | +1 |
| Mathematics | +8 | +1 | +1 | -7 |
| Language | -6 | -2 | +5 | +4 |
| Work Study | NA | NA | NA | NA |
| Composite | +8 | -3 | +7 | +1 |

Attachment 2-3
(Page 2 of 6)

Date: 9-23-92
ITBS MEDIANS,
HISPANICS

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

91.04

## PRIORITY SCHOOLS ITBS SUMMARY, GRADES 1-2
## 1987, 1988, 1989, 1990, 1991, 1992 (1991 norms)

| | | VOCABULARY | | | | | | READING COMPREHENSION | | | | | | MATHEMATICS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| GRADE | | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu |
| FIRST | %ILE | 28 | 37 | 40 | 38 | 37 | 46 | 28 | 36 | 36 | 35 | 34 | 39 | 35 | 47 | 41 | 39 | 44 | 43 |
| | N | 509 | 547 | 456 | 465 | 411 | 416 | 505 | 547 | 457 | 463 | 409 | 414 | 507 | 557 | 456 | 466 | 413 | 418 |
| SECOND | %ILE | 33 | 35 | 40 | 37 | 46 | 44 | 32 | 34 | 39 | 33 | 36 | 42 | 46 | 54 | 56 | 50 | 59 | 62 |
| | N | 397 | 499 | 426 | 435 | 429 | 381 | 397 | 498 | 426 | 435 | 429 | 382 | 397 | 503 | 426 | 445 | 437 | 379 |

| | | SPELLING | | | | | | WORD ANALYSIS | | | | | | COMPOSITE | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| GRADE | | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu |
| FIRST | %ILE | 30 | 40 | 37 | 38 | 37 | 46 | 37 | 53 | 54 | 48 | 50 | 48 | 31 | 42 | 39 | 39 | 36 | 43 |
| | N | 501 | 539 | 455 | 463 | 412 | 412 | 514 | 552 | 457 | 468 | 414 | 418 | 497 | 530 | 450 | 462 | 407 | 400 |
| SECOND | %ILE | 38 | 41 | 48 | 41 | 44 | 50 | 50 | 52 | 59 | 58 | 61 | 67 | 40 | 41 | 50 | 44 | 50 | 57 |
| | N | 393 | 496 | 426 | 436 | 426 | 381 | 396 | 503 | 427 | 433 | 430 | 381 | 390 | 495 | 420 | 432 | 423 | 372 |

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CHANGE FROM 1987 (AREA) TO 1988

| GRADE | 1 | 2 |
|---|---|---|
| Vocabulary | +9 | +2 |
| Reading Comprehension | +8 | +2 |
| Mathematics | +12 | +8 |
| Spelling | +10 | +3 |
| Word Analysis | +16 | +2 |
| Composite | +11 | +1 |

CHANGE FROM 1988 TO 1989

| GRADE | 1 | 2 |
|---|---|---|
| Vocabulary | +3 | +5 |
| Reading Comprehension | NC | +5 |
| Mathematics | -6 | +2 |
| Spelling | -3 | +7 |
| Word Analysis | +1 | +7 |
| Composite | -3 | +9 |

CHANGE FROM 1987 (AREA) TO 1989

| GRADE | 1 | 2 |
|---|---|---|
| Vocabulary | +12 | +7 |
| Reading Comprehension | +8 | +7 |
| Mathematics | +6 | +10 |
| Spelling | +7 | +10 |
| Word Analysis | +17 | +9 |
| Composite | +8 | +10 |

CHANGE FROM 1989 TO 1990

| GRADE | 1 | 2 |
|---|---|---|
| Vocabulary | -2 | -3 |
| Reading Comprehension | -1 | -6 |
| Mathematics | -2 | -6 |
| Spelling | +1 | -7 |
| World Analysis | -6 | -1 |
| Composite | NC | -6 |

CHANGE FROM 1987 (AREA) TO 1990

| GRADE | 1 | 2 |
|---|---|---|
| Vocabulary | +10 | +4 |
| Reading Comprehension | +7 | +1 |
| Mathematics | +4 | +4 |
| Spelling | +8 | +3 |
| Word Analysis | +11 | +8 |
| Composite | +8 | +4 |

CHANGE FROM 1987 (AREA) TO 1991

| GRADE | 1 | 2 |
|---|---|---|
| Vocabulary | +9 | +13 |
| Reading Comprehension | +6 | +4 |
| Mathematics | +9 | +13 |
| Spelling | +7 | +6 |
| Word Analysis | +13 | +11 |
| Composite | +5 | +10 |

0( 15:

CHANGE FROM 1990 TO 1991

| GRADE | 1 | 2 |
|---|---|---|
| Vocabulary | -1 | +9 |
| Reading Comprehension | -1 | +3 |
| Mathematics | +5 | +9 |
| Spelling | -1 | +3 |
| Word Analysis | +2 | +3 |
| Composite | -3 | +6 |

CHANGE FROM 1987 to 1992

| GRADE | 1 | 2 |
|---|---|---|
| Vocabulary | +18 | +11 |
| Reading Comprehension | +11 | +10 |
| Mathematics | +8 | +16 |
| Spelling | +16 | +12 |
| Word Analysis | +11 | +17 |
| Composite | +12 | +17 |

CHANGE FROM 1991 to 1992

| GRADE | 1 | 2 |
|---|---|---|
| Vocabulary | +9 | -2 |
| Reading Comprehension | +5 | +6 |
| Mathematics | -1 | +3 |
| Spelling | +9 | +6 |
| Word Analysis | -2 | +6 |
| Composite | +7 | +7 |

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Attachment 2-3
(Page 3 of 6)

Date: 9-22-92
ITBS MEDIANS,
HISPANICS

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

*1992 WORK STUDY PERCENTILES NOT AVAILABLE

## PRIORITY SCHOOLS ITBS SUMMARY, GRADES 3-6 (1991 norms)
1992 DATA ARE NAPT
1987, 1988, 1989, 1990, 1991, 1992

### VOCABULARY

| GRADE | | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu |
|---|---|---|---|---|---|---|---|
| THIRD | %ILE | 31 | 39 | 30 | 30 | 30 | 29 |
| | N | 367 | 425 | 417 | 439 | 427 | 529 |
| FOURTH | %ILE | 20 | 24 | 27 | 27 | 27 | 25 |
| | N | 335 | 406 | 363 | 402 | 431 | 482 |
| FIFTH | %ILE | 23 | 23 | 18 | 24 | 23 | 27 |
| | N | 348 | 390 | 374 | 378 | 420 | 469 |
| SIXTH | %ILE | 22 | 24 | 12 | 19 | 22 | 29 |
| | N | 82 | 103 | 104 | 114 | 103 | 99 |

### READING COMPREHENSION

| GRADE | | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu |
|---|---|---|---|---|---|---|---|
| THIRD | %ILE | 30 | 39 | 32 | 28 | 32 | 39 |
| | N | 366 | 424 | 418 | 439 | 426 | 529 |
| FOURTH | %ILE | 18 | 20 | 28 | 29 | 29 | 28 |
| | N | 335 | 406 | 363 | 402 | 431 | 482 |
| FIFTH | %ILE | 21 | 19 | 23 | 29 | 32 | 37 |
| | N | 348 | 390 | 374 | 378 | 420 | 469 |
| SIXTH | %ILE | 19 | 19 | 23 | 20 | 27 | 31 |
| | N | 82 | 103 | 104 | 114 | 103 | 99 |

### MATHEMATICS

| GRADE | | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu |
|---|---|---|---|---|---|---|---|
| THIRD | %ILE | 41 | 49 | 35 | 40 | 41 | 52 |
| | N | 367 | 426 | 420 | 435 | 430 | 527 |
| FOURTH | %ILE | 24 | 30 | 37 | 39 | 43 | 35 |
| | N | 333 | 411 | 362 | 402 | 430 | 479 |
| FIFTH | %ILE | 29 | 31 | 32 | 39 | 37 | 42 |
| | N | 346 | 395 | 374 | 375 | 422 | 468 |
| SIXTH | %ILE | 19 | 19 | 24 | 36 | 37 | 43 |
| | N | 83 | 105 | 105 | 114 | 102 | 97 |

### LANGUAGE

| GRADE | | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu |
|---|---|---|---|---|---|---|---|
| THIRD | %ILE | 51 | 63 | 57 | 61 | 66 | 55 |
| | N | 363 | 422 | 415 | 439 | 425 | 526 |
| FOURTH | %ILE | 32 | 42 | 45 | 47 | 49 | 45 |
| | N | 332 | 404 | 360 | 400 | 429 | 481 |
| FIFTH | %ILE | 34 | 38 | 40 | 43 | 49 | 47 |
| | N | 602 | 670 | 660 | 376 | 416 | 467 |
| SIXTH | %ILE | 35 | 35 | 35 | 35 | 43 | 57 |
| | N | 82 | 103 | 104 | 114 | 103 | 99 |

### WORK STUDY

| GRADE | | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu |
|---|---|---|---|---|---|---|---|
| THIRD | %ILE | 44 | 52 | 39 | 40 | 42 | N/A |
| | N | 365 | 421 | 418 | 438 | 427 | N/A |
| FOURTH | %ILE | 31 | 37 | 38 | 42 | 41 | N/A |
| | N | 333 | 405 | 360 | 402 | 427 | N/A |
| FIFTH | %ILE | 30 | 30 | 35 | 39 | 38 | N/A |
| | N | 600 | 675 | 664 | 373 | 418 | N/A |
| SIXTH | %ILE | 36 | 35 | 30 | 28 | 34 | N/A |
| | N | 83 | 103 | 105 | 115 | 103 | N/A |

### COMPOSITE

| GRADE | | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu |
|---|---|---|---|---|---|---|---|
| THIRD | %ILE | 38 | 48 | 38 | 41 | 44 | 40 |
| | N | 361 | 421 | 414 | 434 | 423 | 517 |
| FOURTH | %ILE | 23 | 33 | 34 | 35 | 36 | 30 |
| | N | 332 | 402 | 360 | 399 | 425 | 466 |
| FIFTH | %ILE | 27 | 27 | 29 | 33 | 33 | 36 |
| | N | 345 | 384 | 371 | 371 | 416 | 460 |
| SIXTH | %ILE | 29 | 32 | 21 | 25 | 32 | 39 |
| | N | 82 | 103 | 104 | 113 | 102 | 97 |

### CHANGE FROM 1987 (AREA) TO 1988

| GRADE | 3 | 4 | 5 | 6 |
|---|---|---|---|---|
| Vocabulary | +8 | +4 | NC | +2 |
| Reading Comprehension | +9 | +2 | -2 | NC |
| Mathematics | +8 | +6 | +2 | NC |
| Language | +12 | +10 | +4 | NC |
| Work Study | +8 | +6 | NC | -1 |
| Composite | +10 | +10 | NC | +3 |

### CHANGE FROM 1987 (AREA) TO 1989

| GRADE | 3 | 4 | 5 | 6 |
|---|---|---|---|---|
| Vocabulary | -1 | + 7 | -5 | -10 |
| Reading Comprehension | +2 | +10 | +2 | +4 |
| Mathematics | -6 | +13 | +3 | +5 |
| Language | +6 | +13 | +6 | NC |
| Work Study | -5 | + 7 | +5 | -6 |
| Composite | NC | +11 | +2 | -8 |

### CHANGE FROM 1987 (AREA) TO 1991

| GRADE | 3 | 4 | 5 | 6 |
|---|---|---|---|---|
| Vocabulary | -1 | +7 | NC | NC |
| Reading Comprehension | +2 | +11 | +11 | +8 |
| Mathematics | NC | +19 | +8 | +18 |
| Language | +15 | +17 | +15 | +8 |
| Work Study | -2 | +10 | +8 | -2 |
| Composite | +6 | +13 | +6 | +3 |

### CHANGE FROM 1990 TO 1991

| GRADE | 3 | 4 | 5 | 6 |
|---|---|---|---|---|
| Vocabulary | NC | NC | -1 | +3 |
| Reading Comprehension | +4 | NC | +3 | +7 |
| Mathematics | +1 | +4 | -2 | +1 |
| Language | +5 | +2 | +6 | +8 |
| Work Study | +2 | -1 | -1 | +6 |
| Composite | +3 | +1 | NC | +7 |

### CHANGE FROM 1987 TO 1992

| GRADE | 3 | 4 | 5 | 6 |
|---|---|---|---|---|
| Vocabulary | -2 | +5 | +4 | +7 |
| Reading Comprehension | +9 | +10 | +16 | +12 |
| Mathematics | +11 | +11 | +13 | +24 |
| Language | +4 | +13 | +13 | +22 |
| Work Study | NA | NA | NA | NA |
| Composite | +2 | +7 | +9 | +10 |

### CHANGE FROM 1991 TO 1992

| GRADE | 3 | 4 | 5 | 6 |
|---|---|---|---|---|
| Vocabulary | -1 | -2 | +4 | +7 |
| Reading Comprehension | +7 | -1 | +5 | +4 |
| Mathematics | +11 | -8 | +5 | +6 |
| Language | -11 | -4 | -2 | +14 |
| Work Study | NA | NA | NA | NA |
| Composite | -4 | -6 | +3 | +7 |

BEST COPY AVAILABLE

Date: 9-22-92
ITBS MEDIANS,
OTHER

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

## PRIORITY SCHOOLS ITBS SUMMARY, GRADES 1-2
## 1987, 1988, 1989, 1990, 1991, 1992 (1991 norms)

| GRADE | | VOCABULARY | | | | | | READING COMPREHENSION | | | | | | MATHEMATICS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu |
| FIRST | %ILE | 49 | 57 | 46 | 62 | 57 | 64 | 38 | 55 | 44 | 54 | 46 | 52 | 60 | 61 | 49 | 71 | 68 | 57 |
| | N | 42 | 60 | 47 | 39 | 41 | 43 | 43 | 60 | 46 | 39 | 41 | 43 | 45 | 60 | 46 | 37 | 41 | 41 |
| SECOND | %ILE | 52 | 54 | 54 | 53 | 55 | 67 | 50 | 51 | 48 | 46 | 57 | 61 | 55 | 58 | 56 | 56 | 70 | 69 |
| | N | 45 | 47 | 36 | 42 | 34 | 38 | 45 | 47 | 36 | 43 | 34 | 38 | 45 | 47 | 36 | 43 | 35 | 38 |

| GRADE | | SPELLING | | | | | | WORD ANALYSIS | | | | | | COMPOSITE | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu |
| FIRST | %ILE | 38 | 61 | 45 | 47 | 49 | 53 | 73 | 72 | 63 | 78 | 78 | 66 | 59 | 70 | 54 | 66 | 55 | 60 |
| | N | 43 | 59 | 47 | 39 | 41 | 42 | 42 | 60 | 47 | 39 | 40 | 43 | 41 | 57 | 46 | 37 | 40 | 41 |
| SECOND | %ILE | 45 | 39 | 55 | 55 | 47 | 52 | 62 | 60 | 54 | 63 | 64 | 80 | 52 | 52 | 55 | 50 | 58 | 66 |
| | N | 45 | 47 | 36 | 42 | 33 | 38 | 45 | 46 | 36 | 42 | 35 | 38 | 45 | 46 | 35 | 41 | 33 | 38 |

CHANGE FROM 1987 (AREA) TO 1988

| GRADE | 1 | 2 |
|---|---|---|
| Vocabulary | + 8 | +2 |
| Reading Comprehension | +17 | +1 |
| Mathematics | +1 | +3 |
| Spelling | +23 | -6 |
| Word Analysis | -1 | -2 |
| Composite | +11 | NC |

CHANGE FROM 1988 TO 1989

| GRADE | 1 | 2 |
|---|---|---|
| Vocabulary | -11 | NC |
| Reading Comprehension | -11 | -3 |
| Mathematics | -12 | -2 |
| Spelling | -16 | +16 |
| Word Analysis | -9 | -6 |
| Composite | -16 | +3 |

CHANGE FROM 1987 (AREA) TO 1989

| GRADE | 1 | 2 |
|---|---|---|
| Vocabulary | -3 | +2 |
| Reading Comprehension | +6 | -2 |
| Mathematics | -11 | +1 |
| Spelling | +7 | +10 |
| Word Analysis | -10 | -8 |
| Composite | -5 | +3 |

CHANGE FROM 1989 TO 1990

| GRADE | 1 | 2 |
|---|---|---|
| Vocabulary | +16 | -1 |
| Reading Comprehension | +10 | -2 |
| Mathematics | +22 | NC |
| Spelling | + 2 | NC |
| World Analysis | +15 | +9 |
| Composite | +12 | -5 |

CHANGE FROM 1987 (AREA) TO 1990

| GRADE | 1 | 2 |
|---|---|---|
| Vocabulary | +13 | +1 |
| Reading Comprehension | +16 | -4 |
| Mathematics | +11 | +1 |
| Spelling | +9 | +10 |
| Word Analysis | +5 | +1 |
| Composite | +7 | -2 |

CHANGE FROM 1987 (AREA) TO 1991

| GRADE | 1 | 2 |
|---|---|---|
| Vocabulary | +8 | +3 |
| Reading Comprehension | +8 | +7 |
| Mathematics | +8 | +15 |
| Spelling | +11 | +2 |
| Word Analysis | +5 | +2 |
| Composite | -4 | +6 |

CHANGE FROM 1990 TO 1991

| GRADE | 1 | 2 |
|---|---|---|
| Vocabulary | -5 | +2 |
| Reading Comprehension | -8 | +11 |
| Mathematics | -3 | +14 |
| Spelling | +2 | -8 |
| Word Analysis | NC | +1 |
| Composite | -11 | +8 |

CHANGE FROM 1987 to 1992

| GRADE | 1 | 2 |
|---|---|---|
| Vocabulary | +15 | +15 |
| Reading Comprehension | +14 | +11 |
| Mathematics | -3 | +14 |
| Spelling | +15 | +7 |
| Word Analysis | -7 | +18 |
| Composite | +1 | +14 |

CHANGE FROM 1991 to 1992

| GRADE | 1 | 2 |
|---|---|---|
| Vocabulary | +7 | +12 |
| Reading Comprehension | +6 | +4 |
| Mathematics | -11 | -1 |
| Spelling | +4 | +5 |
| Word Analysis | -12 | +16 |
| Composite | +5 | +8 |

Attachment 2-3
(Page 5 of 6)

Date: 9-23-92
ITBS MEDIANS,
OTHER

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

*1992 WORK STUDY PERCENTILES NOT AVAILABLE

## PRIORITY SCHOOLS ITBS SUMMARY FOR OTHER, GRADES 3-6 (1991 norms)
1992 DATA ARE NAPT
1987, 1988, 1989, 1990, 1991, 1992

### VOCABULARY

| GRADE | | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu |
|---|---|---|---|---|---|---|---|
| THIRD | %ILE | 55 | 56 | 63 | 49 | 41 | 45 |
| | N | 36 | 46 | 36 | 34 | 41 | 33 |
| FOURTH | %ILE | 45 | 50 | 45 | 48 | 48 | 35 |
| | N | 39 | 33 | 29 | 26 | 28 | 28 |
| FIFTH | %ILE | 35 | 39 | 39 | 29 | 49 | 39 |
| | N | 23 | 37 | 32 | 32 | 36 | 21 |
| SIXTH | %ILE | -- | -- | 34 | 78 | -- | -- |
| | N | -- | -- | 8 | 5 | -- | -- |

### READING COMPREHENSION

| GRADE | | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu |
|---|---|---|---|---|---|---|---|
| THIRD | %ILE | 50 | 24 | 57 | 49 | 41 | 61 |
| | N | 36 | 46 | 36 | 34 | 41 | 32 |
| FOURTH | %ILE | 34 | 45 | 35 | 35 | 55 | 39 |
| | N | 39 | 33 | 29 | 26 | 28 | 28 |
| FIFTH | %ILE | 47 | 37 | 40 | 38 | 56 | 43 |
| | N | 23 | 37 | 32 | 32 | 36 | 21 |
| SIXTH | %ILE | -- | -- | 32 | 62 | -- | -- |
| | N | -- | -- | 8 | 5 | -- | -- |

### MATHEMATICS

| GRADE | | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu |
|---|---|---|---|---|---|---|---|
| THIRD | %ILE | 57 | 53 | 49 | 55 | 59 | 62 |
| | N | 36 | 48 | 36 | 34 | 42 | 33 |
| FOURTH | %ILE | 37 | 38 | 38 | 31 | 43 | 39 |
| | N | 39 | 33 | 29 | 27 | 28 | 28 |
| FIFTH | %ILE | 49 | 45 | 44 | 39 | 45 | 37 |
| | N | 23 | 38 | 32 | 33 | 36 | 21 |
| SIXTH | %ILE | -- | -- | 52 | 68 | -- | -- |
| | N | -- | -- | 8 | 5 | -- | -- |

### LANGUAGE

| GRADE | | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu |
|---|---|---|---|---|---|---|---|
| THIRD | %ILE | 63 | 67 | 65 | 72 | 75 | 65 |
| | N | 36 | 46 | 36 | 34 | 41 | 32 |
| FOURTH | %ILE | 60 | 57 | 43 | 54 | 61 | 62 |
| | N | 39 | 33 | 29 | 26 | 28 | 28 |
| FIFTH | %ILE | 34 | 38 | 40 | 49 | 54 | 45 |
| | N | 23 | 37 | 31 | 32 | 36 | 21 |
| SIXTH | %ILE | -- | -- | 48 | 68 | -- | -- |
| | N | -- | -- | 8 | 5 | -- | -- |

### WORK STUDY

| GRADE | | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu |
|---|---|---|---|---|---|---|---|
| THIRD | %ILE | 57 | 54 | 56 | 53 | 58 | N/A |
| | N | 36 | 46 | 36 | 35 | 41 | N/A |
| FOURTH | %ILE | 52 | 56 | 33 | 40 | 51 | N/A |
| | N | 39 | 33 | 29 | 26 | 28 | N/A |
| FIFTH | %ILE | 30 | 30 | 35 | 42 | 58 | N/A |
| | N | 23 | 37 | 32 | 33 | 36 | N/A |
| SIXTH | %ILE | -- | -- | 42 | 72 | -- | N/A |
| | N | -- | -- | 8 | 5 | -- | N/A |

### COMPOSITE

| GRADE | | 1987 Stu | 1988 Stu | 1989 Stu | 1990 Stu | 1991 Stu | 1992 Stu |
|---|---|---|---|---|---|---|---|
| THIRD | %ILE | 52 | 58 | 63 | 59 | 55 | 69 |
| | N | 36 | 46 | 36 | 33 | 41 | 32 |
| FOURTH | %ILE | 52 | 50 | 38 | 40 | 54 | 47 |
| | N | 39 | 32 | 29 | 26 | 28 | 26 |
| FIFTH | %ILE | 27 | 27 | 29 | 37 | 50 | 63 |
| | N | 23 | 37 | 31 | 32 | 36 | 19 |
| SIXTH | %ILE | -- | -- | 44 | 70 | -- | -- |
| | N | -- | -- | 8 | 5 | -- | -- |

### CHANGE FROM 1987 (AREA) TO 1988

| GRADE | 3 | 4 | 5 | 6 |
|---|---|---|---|---|
| Vocabulary | +1 | +5 | +4 | - |
| Reading Comprehension | -26 | +11 | -10 | - |
| Mathematics | -4 | +1 | -4 | - |
| Language | +4 | -3 | +4 | - |
| Work Study | -3 | +4 | NC | - |
| Composite | +6 | -2 | NC | - |

### CHANGE FROM 1987 (AREA) TO 1989

| GRADE | 3 | 4 | 5 | 6 |
|---|---|---|---|---|
| Vocabulary | +8 | NC | +4 | - |
| Reading Comprehension | +7 | +1 | -7 | - |
| Mathematics | -8 | +1 | -5 | - |
| Language | +2 | -17 | +6 | - |
| Work Study | -1 | -19 | +5 | - |
| Composite | +11 | -14 | +2 | - |

### CHANGE FROM 1987 (AREA) TO 1991

| GRADE | 3 | 4 | 5 | 6 |
|---|---|---|---|---|
| Vocabulary | -14 | +3 | +14 | - |
| Reading Comprehension | -9 | +21 | +9 | - |
| Mathematics | +2 | +6 | -4 | - |
| Language | +12 | +1 | +20 | - |
| Work Study | +1 | -1 | +28 | - |
| Composite | +3 | +2 | +23 | - |

### CHANGE FROM 1990 TO 1991

| GRADE | 3 | 4 | 5 | 6 |
|---|---|---|---|---|
| Vocabulary | -8 | NC | +20 | - |
| Reading Comprehension | -8 | +20 | +18 | - |
| Mathematics | +4 | +12 | +6 | - |
| Language | +3 | +7 | +5 | - |
| Work Study | +5 | +11 | +16 | - |
| Composite | -4 | +14 | +13 | - |

### CHANGE FROM 1987 TO 1992

| GRADE | 3 | 4 | 5 | 6 |
|---|---|---|---|---|
| Vocabulary | -10 | -10 | +4 | - |
| Reading Comprehension | +11 | +5 | -4 | - |
| Mathematics | +5 | +2 | -12 | - |
| Language | +2 | +2 | +11 | - |
| Work Study | NA | NA | NA | NA |
| Composite | +17 | -5 | +36 | - |

### CHANGE FROM 1991 TO 1992

| GRADE | 3 | 4 | 5 | 6 |
|---|---|---|---|---|
| Vocabulary | +4 | -13 | -10 | - |
| Reading Comprehension | +20 | -16 | -13 | - |
| Mathematics | +3 | -4 | -8 | - |
| Language | -10 | +1 | -9 | - |
| Work Study | NA | NA | NA | NA |
| Composite | +14 | -7 | +13 | - |

Attachment 2-3
(Page 6 of 6)

## *ATTACHMENT 2-4*

### *Priority Schools ITBS Summary by School*

This achievement data (ITBS, 1991 norms) is presented for the 16 Priority Schools in terms of median percentiles for each subtest and grade. Figures are included for 1987, 1988, 1989, 1990, 1991, and 1992.

Date: 9-23-92
Grade: First

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

## PRIORITY SCHOOLS STUDENT ACHIEVEMENT DATA
## ITBS MEDIAN PERCENTILES (1991 norms)
## 1987, 1988, 1989, 1990, 1991, 1992

| SCHOOL | | VOCABULARY | | | | | | READING COMPREHENSION | | | | | | MATHEMATICS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 |
| ALLAN | %ILE | 13 | 38 | 38 | 40 | 31 | 32 | 16 | 34 | 34 | 35 | 22 | 31 | 29 | 49 | 41 | 32 | 28 | 19 |
| | N | 77 | 52 | 33 | 36 | 35 | 38 | 72 | 52 | 33 | 36 | 34 | 38 | 75 | 52 | 52 | 36 | 35 | 39 |
| ALLISON | %ILE | 19 | 22 | 23 | 31 | 22 | 27 | 18 | 31 | 27 | 37 | 25 | 26 | 25 | 41 | 41 | 33 | 39 | 33 |
| | N | 96 | 94 | 73 | 83 | 61 | 79 | 94 | 94 | 73 | 83 | 61 | 81 | 95 | 94 | 72 | 80 | 61 | 82 |
| BECKER | %ILE | 23 | 43 | 58 | 63 | 73 | 70 | 26 | 37 | 55 | 40 | 60 | 65 | 36 | 44 | 66 | 80 | 84 | 77 |
| | N | 95 | 98 | 56 | 36 | 42 | 48 | 95 | 98 | 56 | 36 | 42 | 48 | 95 | 98 | 56 | 37 | 42 | 46 |
| BLACKSHEAR | %ILE | 15 | 57 | 19 | 45 | 56 | 44 | 12 | 45 | 18 | 39 | 46 | 39 | 32 | 67 | 31 | 34 | 62 | 37 |
| | N | 72 | 69 | 48 | 32 | 38 | 39 | 72 | 68 | 48 | 32 | 38 | 39 | 72 | 68 | 48 | 33 | 38 | 39 |
| BROOKE | %ILE | 22 | 27 | 32 | 20 | 17 | 22 | 27 | 30 | 21 | 15 | 14 | 26 | 28 | 39 | 27 | 28 | 30 | 22 |
| | N | 69 | 77 | 46 | 44 | 37 | 42 | 63 | 76 | 49 | 44 | 37 | 42 | 68 | 77 | 80 | 44 | 37 | 41 |
| CAMPBELL | %ILE | 27 | 28 | 37 | 64 | 46 | 65 | 21 | 32 | 28 | 55 | 35 | 54 | 31 | 33 | 38 | 42 | 60 | 46 |
| | N | 49 | 38 | 44 | 42 | 30 | 38 | 47 | 38 | 44 | 42 | 29 | 38 | 48 | 38 | 44 | 41 | 30 | 37 |
| GOVALLE | %ILE | 40 | 54 | 59 | 63 | 64 | 63 | 32 | 48 | 55 | 60 | 55 | 67 | 38 | 49 | 38 | 68 | 61 | 52 |
| | N | 93 | 77 | 80 | 67 | 69 | 67 | 86 | 77 | 81 | 67 | 71 | 64 | 89 | 77 | 80 | 67 | 71 | 65 |
| METZ | %ILE | 30 | 60 | 58 | 40 | 46 | 50 | 29 | 42 | 43 | 22 | 45 | 38 | 41 | 57 | 54 | 34 | 47 | 40 |
| | N | 68 | 45 | 68 | 69 | 48 | 32 | 56 | 45 | 68 | 69 | 48 | 31 | 64 | 46 | 66 | 69 | 49 | 32 |
| NORMAN | %ILE | 31 | 50 | 62 | 40 | 58 | 71 | 30 | 44 | 58 | 39 | 43 | 49 | 38 | 57 | 43 | 41 | 64 | 66 |
| | N | 54 | 45 | 44 | 42 | 39 | 34 | 53 | 45 | 44 | 42 | 39 | 34 | 55 | 45 | 44 | 41 | 38 | 32 |
| OAK SPRINGS | %ILE | 42 | 33 | 19 | 30 | 22 | 26 | 37 | 39 | 27 | 24 | 19 | 27 | 43 | 51 | 29 | 27 | 33 | 28 |
| | N | 33 | 30 | 29 | 47 | 51 | 56 | 32 | 30 | 29 | 47 | 51 | 56 | 35 | 32 | 29 | 48 | 51 | 56 |
| ORTEGA | %ILE | 28 | 42 | 46 | 40 | 21 | 40 | 24 | 45 | 46 | 35 | 27 | 33 | 31 | 39 | 31 | 35 | 27 | 30 |
| | N | 57 | 39 | 25 | 23 | 30 | 23 | 56 | 40 | 25 | 23 | 30 | 21 | 57 | 39 | 25 | 23 | 30 | 23 |
| PECAN SPRINGS | %ILE | 43 | 19 | 47 | 37 | 39 | 33 | 37 | 31 | 41 | 37 | 36 | 33 | 41 | 30 | 45 | 53 | 35 | 33 |
| | N | 64 | 75 | 73 | 56 | 72 | 55 | 64 | 76 | 73 | 56 | 71 | 55 | 65 | 71 | 72 | 56 | 73 | 55 |
| SANCHEZ | %ILE | 22 | 43 | 24 | 47 | 39 | 40 | 28 | 43 | 26 | 38 | 29 | 37 | 34 | 51 | 30 | 49 | 46 | 51 |
| | N | 76 | 62 | 45 | 44 | 58 | 52 | 56 | 63 | 45 | 44 | 58 | 52 | 77 | 67 | 46 | 43 | 58 | 50 |
| SIMS | %ILE | 22 | 42 | 36 | 23 | 54 | 44 | 25 | 36 | 28 | 19 | 40 | 37 | 34 | 50 | 42 | 35 | 53 | 49 |
| | N | 59 | 64 | 61 | 39 | 45 | 37 | 59 | 64 | 60 | 40 | 45 | 37 | 58 | 63 | 59 | 40 | 45 | 37 |
| WINN | %ILE | 27 | 49 | 47 | 54 | 49 | 51 | 27 | 31 | 39 | 43 | 38 | 39 | 31 | 46 | 49 | 57 | 52 | 37 |
| | N | 148 | 115 | 116 | 98 | 109 | 140 | 148 | 120 | 115 | 97 | 112 | 141 | 146 | 118 | 114 | 97 | 110 | 138 |
| ZAVALA | %ILE | 21 | 26 | 24 | 31 | 20 | 65 | 23 | 28 | 28 | 42 | 28 | 52 | 32 | 31 | 34 | 27 | 27 | 68 |
| | N | 55 | 70 | 57 | 53 | 42 | 29 | 53 | 71 | 56 | 52 | 38 | 31 | 55 | 71 | 58 | 53 | 40 | 31 |

Date: 9-23-92
Grade: First

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

## PRIORITY SCHOOLS STUDENT ACHIEVEMENT DATA
## ITBS MEDIAN PERCENTILES (1991 norms)
## 1987, 1988, 1989, 1990, 1991, 1992

| SCHOOL | | SPELLING | | | | | | WORD ANALYSIS | | | | | | COMPOSITE | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 |
| ALLAN | %ILE | 26 | 41 | 38 | 28 | 38 | 45 | 23 | 43 | 51 | 57 | 43 | 33 | 20 | 42 | 34 | 39 | 31 | 31 |
| | N | 68 | 51 | 33 | 36 | 34 | 37 | 75 | 52 | 33 | 36 | 35 | 38 | 67 | 51 | 33 | 36 | 34 | 37 |
| ALLISON | %ILE | 22 | 35 | 34 | 35 | 37 | 42 | 20 | 37 | 39 | 41 | 34 | 28 | 24 | 33 | 31 | 36 | 32 | 29 |
| | N | 92 | 93 | 73 | 83 | 61 | 80 | 96 | 94 | 73 | 83 | 62 | 80 | 91 | 91 | 72 | 83 | 61 | 78 |
| BECKER | %ILE | 32 | 42 | 62 | 48 | 61 | 71 | 34 | 56 | 69 | 66 | 83 | 74 | 31 | 45 | 65 | 57 | 74 | 72 |
| | N | 92 | 98 | 56 | 36 | 42 | 48 | 95 | 98 | 56 | 36 | 42 | 48 | 91 | 98 | 56 | 36 | 42 | 46 |
| BLACKSHEAR | %ILE | 30 | 64 | 27 | 50 | 54 | 56 | 29 | 61 | 30 | 53 | 67 | 57 | 22 | 66 | 21 | 38 | 57 | 41 |
| | N | 71 | 67 | 48 | 32 | 38 | 39 | 73 | 69 | 47 | 32 | 38 | 39 | 69 | 66 | 47 | 32 | 38 | 39 |
| BROOKE | %ILE | 29 | 39 | 20 | 29 | 32 | 38 | 25 | 50 | 31 | 27 | 31 | 36 | 22 | 33 | 36 | 20 | 23 | 24 |
| | N | 63 | 77 | 46 | 44 | 37 | 41 | 67 | 77 | 46 | 45 | 38 | 42 | 63 | 76 | 46 | 44 | 37 | 41 |
| CAMPBELL | %ILE | 34 | 42 | 43 | 59 | 44 | 57 | 26 | 50 | 53 | 64 | 39 | 55 | 29 | 34 | 36 | 59 | 47 | 63 |
| | N | 47 | 38 | 44 | 42 | 29 | 37 | 49 | 38 | 44 | 42 | 30 | 38 | 46 | 38 | 44 | 41 | 29 | 37 |
| GOVALLE | %ILE | 30 | 50 | 59 | 65 | 57 | 61 | 37 | 59 | 64 | 70 | 68 | 56 | 36 | 55 | 61 | 63 | 62 | 61 |
| | N | 93 | 76 | 79 | 67 | 71 | 65 | 95 | 77 | 80 | 67 | 68 | 67 | 81 | 70 | 76 | 67 | 68 | 62 |
| METZ | %ILE | 35 | 67 | 55 | 29 | 42 | 33 | 31 | 73 | 74 | 43 | 77 | 44 | 31 | 71 | 60 | 32 | 52 | 39 |
| | N | 55 | 45 | 67 | 69 | 48 | 31 | 68 | 44 | 69 | 69 | 48 | 32 | 55 | 44 | 66 | 69 | 48 | 31 |
| NORMAN | %ILE | 36 | 56 | 43 | 41 | 53 | 63 | 50 | 69 | 61 | 50 | 52 | 77 | 35 | 49 | 51 | 42 | 54 | 74 |
| | N | 53 | 45 | 44 | 42 | 39 | 34 | 55 | 45 | 44 | 43 | 39 | 34 | 53 | 45 | 44 | 38 | 38 | 32 |
| OAK SPRINGS | %ILE<br>N | 40<br>32 | 65<br>29 | 40<br>29 | 37<br>47 | 38<br>51 | 37<br>55 | 37<br>34 | 51<br>30 | 38<br>29 | 56<br>47 | 35<br>51 | 37<br>56 | 42<br>32 | 60<br>29 | 26<br>29 | 37<br>47 | 27<br>51 | 32<br>55 |
| ORTEGA | %ILE | 28 | 42 | 41 | 40 | 24 | 39 | 36 | 58 | 54 | 68 | 38 | 39 | 31 | 45 | 42 | 43 | 27 | 39 |
| | N | 55 | 40 | 25 | 23 | 30 | 24 | 57 | 39 | 25 | 23 | 30 | 24 | 55 | 39 | 25 | 23 | 30 | 20 |
| PECAN SPRINGS | %ILE<br>N | 42<br>64 | 37<br>76 | 35<br>72 | 28<br>55 | 41<br>71 | 43<br>55 | 56<br>64 | 51<br>74 | 51<br>73 | 49<br>56 | 32<br>72 | 35<br>55 | 43<br>62 | 38<br>69 | 42<br>71 | 38<br>55 | 29<br>70 | 31<br>55 |
| SANCHEZ | %ILE | 38 | 46 | 35 | 36 | 26 | 48 | 23 | 56 | 48 | 53 | 35 | 40 | 32 | 50 | 28 | 45 | 28 | 46 |
| | N | 54 | 56 | 45 | 44 | 58 | 51 | 75 | 68 | 45 | 44 | 58 | 52 | 54 | 56 | 45 | 43 | 58 | 49 |
| SIMS | %ILE | 27 | 39 | 39 | 24 | 44 | 45 | 36 | 57 | 50 | 30 | 70 | 49 | 26 | 39 | 36 | 24 | 49 | 49 |
| | N | 59 | 64 | 60 | 40 | 45 | 37 | 59 | 63 | 61 | 39 | 45 | 37 | 52 | 63 | 59 | 38 | 45 | 37 |
| WINN | %ILE | 34 | 39 | 46 | 49 | 42 | 50 | 39 | 56 | 60 | 64 | 60 | 55 | 33 | 45 | 49 | 59 | 47 | 45 |
| | N | 146 | 118 | 115 | 97 | 111 | 139 | 149 | 115 | 115 | 98 | 112 | 140 | 146 | 113 | 113 | 96 | 108 | 135 |
| ZAVALA | %ILE | 29 | 30 | 45 | 46 | 32 | 49 | 30 | 32 | 45 | 42 | 26 | 83 | 27 | 29 | 34 | 37 | 22 | 70 |
| | N | 55 | 70 | 57 | 52 | 41 | 30 | 60 | 71 | 57 | 54 | 44 | 29 | 50 | 69 | 56 | 52 | 36 | 28 |

Date: 9-23-92
Grade: Second

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

## PRIORITY SCHOOLS STUDENT ACHIEVEMENT DATA
## ITBS MEDIAN PERCENTILES (1991 norms)
## 1987, 1988, 1989, 1990, 1991, 1992

| SCHOOL | | VOCABULARY | | | | | | READING COMPREHENSION | | | | | | MATHEMATICS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 |
| ALLAN | %ILE | 25 | 35 | 37 | 29 | 44 | 41 | 32 | 26 | 35 | 24 | 43 | 48 | 45 | 47 | 47 | 48 | 57 | 62 |
| | N | 47 | 60 | 51 | 44 | 40 | 37 | 44 | 60 | 51 | 44 | 40 | 37 | 46 | 61 | 50 | 44 | 41 | 40 |
| ALLISON | %ILE | 33 | 47 | 31 | 28 | 28 | 24 | 35 | 42 | 34 | 29 | 30 | 30 | 53 | 69 | 61 | 46 | 50 | 49 |
| | N | 81 | 70 | 68 | 63 | 75 | 59 | 81 | 70 | 68 | 64 | 75 | 60 | 80 | 70 | 69 | 67 | 76 | 60 |
| BECKER | %ILE | 38 | 34 | 50 | 51 | 35 | 34 | 28 | 35 | 39 | 43 | 29 | 37 | 48 | 59 | 59 | 68 | 61 | 61 |
| | N | 78 | 92 | 58 | 47 | 35 | 35 | 78 | 92 | 58 | 47 | 35 | 36 | 79 | 94 | 58 | 47 | 37 | 36 |
| BLACKSHEAR | %ILE | 25 | 18 | 31 | 36 | 26 | 20 | 19 | 17 | 29 | 24 | 18 | 20 | 40 | 32 | 53 | 37 | 36 | 42 |
| | N | 63 | 50 | 45 | 46 | 26 | 37 | 64 | 49 | 45 | 46 | 26 | 37 | 65 | 51 | 46 | 49 | 26 | 36 |
| BROOKE | %ILE | 21 | 30 | 54 | 70 | 58 | 42 | 25 | 36 | 35 | 34 | 33 | 44 | 45 | 53 | 58 | 56 | 62 | 62 |
| | N | 33 | 44 | 49 | 33 | 38 | 39 | 34 | 44 | 49 | 33 | 38 | 39 | 35 | 46 | 49 | 33 | 38 | 39 |
| CAMPBELL | %ILE | 21 | 16 | 54 | 55 | 44 | 22 | 19 | 28 | 26 | 40 | 39 | 26 | 39 | 53 | 47 | 67 | 43 | 50 |
| | N | 36 | 28 | 37 | 37 | 43 | 32 | 33 | 28 | 33 | 37 | 43 | 31 | 36 | 28 | 33 | 37 | 43 | 32 |
| GOVALLE | %ILE | 43 | 90 | 33 | 55 | 81 | 59 | 32 | 54 | 29 | 37 | 45 | 50 | 50 | 78 | 31 | 43 | 63 | 66 |
| | N | 78 | 85 | 66 | 75 | 71 | 64 | 77 | 84 | 67 | 74 | 73 | 64 | 78 | 83 | 67 | 75 | 72 | 61 |
| METZ | %ILE | 24 | 37 | 44 | 32 | 31 | 40 | 26 | 36 | 50 | 34 | 27 | 42 | 31 | 49 | 47 | 53 | 55 | 57 |
| | N | 56 | 53 | 30 | 67 | 50 | 39 | 51 | 53 | 30 | 67 | 50 | 39 | 57 | 54 | 30 | 68 | 50 | 39 |
| NORMAN | %ILE | 25 | 48 | 46 | 21 | 33 | 32 | 33 | 46 | 39 | 29 | 32 | 33 | 35 | 51 | 61 | 47 | 41 | 34 |
| | N | 25 | 49 | 32 | 42 | 33 | 43 | 25 | 49 | 31 | 41 | 33 | 43 | 25 | 49 | 32 | 41 | 34 | 42 |
| OAK SPRINGS | %ILE | 30 | 51 | 23 | 32 | 38 | 33 | 25 | 44 | 24 | 32 | 36 | 37 | 42 | 69 | 51 | 42 | 70 | 50 |
| | N | 36 | 24 | 23 | 51 | 51 | 44 | 35 | 24 | 23 | 51 | 50 | 44 | 34 | 24 | 23 | 51 | 51 | 44 |
| ORTEGA | %ILE | 31 | 24 | 57 | 39 | 75 | 63 | 28 | 34 | 58 | 36 | 64 | 57 | 50 | 48 | 70 | 50 | 68 | 74 |
| | N | 45 | 41 | 35 | 23 | 22 | 29 | 45 | 41 | 35 | 24 | 22 | 28 | 45 | 41 | 35 | 24 | 23 | 30 |
| PECAN SPRINGS | %ILE | 33 | 38 | 48 | 21 | 30 | 44 | 34 | 28 | 45 | 28 | 31 | 47 | 35 | 39 | 51 | 39 | 39 | 55 |
| | N | 61 | 68 | 58 | 64 | 63 | 64 | 61 | 69 | 57 | 64 | 63 | 63 | 63 | 69 | 57 | 66 | 63 | 64 |
| SANCHEZ | %ILE | 21 | 31 | 51 | 57 | 50 | 41 | 16 | 27 | 51 | 36 | 42 | 38 | 43 | 48 | 58 | 47 | 51 | 48 |
| | N | 49 | 63 | 54 | 34 | 44 | 52 | 48 | 64 | 54 | 34 | 44 | 52 | 49 | 63 | 53 | 37 | 44 | 43 |
| SIMS | %ILE | 25 | 18 | 36 | 36 | 45 | 48 | 21 | 18 | 37 | 39 | 27 | 36 | 32 | 39 | 42 | 36 | 45 | 66 |
| | N | 55 | 47 | 62 | 55 | 36 | 43 | 54 | 47 | 62 | 55 | 36 | 43 | 55 | 47 | 62 | 56 | 36 | 41 |
| WINN | %ILE | 34 | 34 | 26 | 33 | 33 | 31 | 28 | 25 | 31 | 28 | 35 | 36 | 33 | 38 | 42 | 39 | 40 | 56 |
| | N | 109 | 136 | 88 | 113 | 97 | 119 | 109 | 135 | 90 | 116 | 97 | 120 | 112 | 132 | 87 | 109 | 97 | 115 |
| ZAVALA | %ILE | 19 | 19 | 26 | 36 | 69 | 65 | 30 | 22 | 31 | 31 | 63 | 55 | 37 | 35 | 46 | 62 | 83 | 93 |
| | N | 40 | 44 | 54 | 44 | 36 | 39 | 38 | 44 | 54 | 44 | 36 | 39 | 42 | 45 | 54 | 44 | 38 | 40 |

Date: 9-23-92
Grade: Second

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

PRIORITY SCHOOLS STUDENT ACHIEVEMENT DATA
ITBS MEDIAN PERCENTILES (1991 norms)
1987, 1988, 1989, 1990, 1991, 1992

| SCHOOL | | SPELLING | | | | | | WORD ANALYSIS | | | | | | COMPOSITE | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 |
| ALLAN | %ILE | 35 | 33 | 46 | 28 | 50 | 50 | 33 | 33 | 39 | 44 | 63 | 73 | 36 | 35 | 41 | 32 | 48 | 59 |
| | N | 42 | 60 | 51 | 44 | 40 | 39 | 47 | 60 | 51 | 44 | 40 | 37 | 41 | 59 | 50 | 44 | 40 | 37 |
| ALLISON | %ILE | 52 | 51 | 45 | 39 | 42 | 37 | 49 | 66 | 61 | 59 | 59 | 40 | 47 | 52 | 48 | 39 | 46 | 38 |
| | N | 81 | 70 | 68 | 64 | 72 | 60 | 81 | 71 | 68 | 63 | 75 | 59 | 80 | 70 | 68 | 63 | 72 | 59 |
| BECKER | %ILE | 31 | 28 | 52 | 59 | 24 | 49 | 63 | 51 | 64 | 69 | 34 | 52 | 43 | 41 | 54 | 57 | 36 | 44 |
| | N | 78 | 92 | 58 | 47 | 36 | 36 | 78 | 92 | 58 | 47 | 36 | 36 | 77 | 92 | 58 | 47 | 35 | 35 |
| BLACKSHEAR | %ILE | 30 | 21 | 50 | 42 | 28 | 30 | 32 | 36 | 46 | 43 | 43 | 27 | 31 | 22 | 44 | 30 | 32 | 28 |
| | N | 64 | 41 | 45 | 46 | 26 | 36 | 65 | 50 | 45 | 46 | 26 | 37 | 62 | 49 | 45 | 46 | 26 | 36 |
| BROOKE | %ILE | 24 | 40 | 57 | 71 | 61 | 46 | 46 | 47 | 72 | 79 | 74 | 72 | 29 | 43 | 62 | 72 | 59 | 54 |
| | N | 33 | 44 | 49 | 33 | 38 | 39 | 33 | 47 | 49 | 33 | 38 | 39 | 32 | 44 | 49 | 33 | 38 | 39 |
| CAMPBELL | %ILE | 31 | 59 | 29 | 48 | 32 | 32 | 35 | 28 | 44 | 27 | 33 | 35 | 25 | 33 | 36 | 51 | 57 | 32 |
| | N | 33 | 28 | 33 | 36 | 42 | 32 | 34 | 28 | 37 | 37 | 43 | 32 | 32 | 28 | 33 | 36 | 41 | 31 |
| GOVALLE | %ILE | 42 | 73 | 37 | 54 | 53 | 71 | 54 | 69 | 50 | 54 | 69 | 78 | 41 | 79 | 37 | 53 | 66 | 74 |
| | N | 77 | 84 | 67 | 75 | 72 | 64 | 77 | 85 | 65 | 74 | 71 | 64 | 77 | 82 | 65 | 74 | 67 | 61 |
| METZ | %ILE | 35 | 54 | 50 | 35 | 26 | 41 | 36 | 57 | 74 | 60 | 57 | 75 | 30 | 42 | 53 | 42 | 37 | 56 |
| | N | 48 | 53 | 30 | 67 | 50 | 39 | 51 | 53 | 30 | 67 | 50 | 39 | 48 | 53 | 30 | 67 | 50 | 39 |
| NORMAN | %ILE | 34 | 49 | 57 | 42 | 54 | 64 | 31 | 59 | 39 | 37 | 49 | 47 | 28 | 47 | 46 | 39 | 41 | 44 |
| | N | 25 | 49 | 31 | 40 | 33 | 43 | 25 | 49 | 32 | 43 | 33 | 43 | 25 | 49 | 31 | 37 | 33 | 42 |
| OAK SPRINGS | %ILE | 28 | 80 | 46 | 48 | 57 | 49 | 34 | 63 | 61 | 63 | 66 | 62 | 38 | 65 | 43 | 51 | 54 | 48 |
| | N | 36 | 24 | 23 | 51 | 50 | 44 | 36 | 24 | 23 | 51 | 51 | 44 | 34 | 24 | 23 | 51 | 50 | 55 |
| ORTEGA | %ILE | 29 | 39 | 62 | 65 | 70 | 60 | 45 | 57 | 80 | 68 | 82 | 83 | 38 | 41 | 71 | 59 | 73 | 68 |
| | N | 45 | 41 | 35 | 24 | 22 | 28 | 45 | 41 | 35 | 22 | 22 | 29 | 45 | 41 | 35 | 22 | 22 | 27 |
| PECAN SPRINGS | %ILE | 40 | 36 | 49 | 36 | 40 | 63 | 40 | 46 | 46 | 40 | 51 | 71 | 35 | 35 | 49 | 32 | 39 | 58 |
| | N | 61 | 69 | 57 | 64 | 63 | 63 | 61 | 66 | 58 | 64 | 63 | 64 | 60 | 65 | 55 | 64 | 73 | 63 |
| SANCHEZ | %ILE | 27 | 41 | 59 | 51 | 48 | 54 | 35 | 45 | 46 | 68 | 44 | 47 | 22 | 34 | 52 | 54 | 51 | 52 |
| | N | 44 | 62 | 54 | 34 | 44 | 46 | 48 | 62 | 55 | 34 | 44 | 46 | 44 | 61 | 52 | 34 | 44 | 43 |
| SIMS | %ILE | 29 | 28 | 50 | 48 | 50 | 59 | 39 | 35 | 53 | 38 | 49 | 55 | 28 | 25 | 42 | 37 | 43 | 53 |
| | N | 54 | 47 | 62 | 55 | 36 | 43 | 55 | 46 | 62 | 54 | 36 | 43 | 54 | 46 | 62 | 54 | 36 | 40 |
| WINN | %ILE | 42 | 39 | 51 | 42 | 41 | 57 | 37 | 35 | 36 | 43 | 38 | 57 | 35 | 37 | 39 | 39 | 39 | 50 |
| | N | 109 | 135 | 89 | 116 | 96 | 119 | 109 | 135 | 87 | 113 | 98 | 119 | 108 | 131 | 86 | 106 | 94 | 115 |
| ZAVALA | %ILE | 29 | 22 | 31 | 37 | 57 | 53 | 44 | 28 | 40 | 60 | 82 | 82 | 28 | 23 | 34 | 43 | 73 | 79 |
| | N | 37 | 44 | 54 | 44 | 35 | 38 | 42 | 44 | 54 | 44 | 38 | 39 | 37 | 44 | 54 | 44 | 35 | 37 |

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Date: 8-31-92
Grade: Third

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

## PRIORITY SCHOOLS STUDENT ACHIEVEMENT DATA
## ITBS MEDIAN PERCENTILES (1991 norms)
## 1992 DATA ARE NAPT
## 1987, 1988, 1989, 1990, 1991, 1992

| SCHOOL | | VOCABULARY | | | | | | READING COMPREHENSION | | | | | | MATHEMATICS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 |
| ALLAN | %ILE | 26 | 38 | 29 | 30 | 28 | 32 | 20 | 39 | 36 | 28 | 26 | 39 | 30 | 54 | 36 | 40 | 39 | 71 |
| | N | 41 | 43 | 52 | 42 | 46 | 67 | 39 | 46 | 53 | 42 | 46 | 67 | 40 | 46 | 53 | 42 | 48 | 44 |
| ALLISON | %ILE | 30 | 42 | 38 | 30 | 30 | 26 | 36 | 42 | 33 | 34 | 28 | 36 | 43 | 50 | 39 | 36 | 39 | 76 |
| | N | 67 | 78 | 68 | 69 | 65 | 73 | 68 | 78 | 68 | 69 | 64 | 73 | 69 | 78 | 69 | 69 | 64 | 65 |
| BECKER | %ILE | 34 | 40 | 40 | 32 | 40 | 43 | 30 | 31 | 32 | 33 | 37 | 55 | 49 | 58 | 37 | 49 | 46 | 85 |
| | N | 59 | 70 | 50 | 55 | 45 | 38 | 57 | 70 | 50 | 55 | 45 | 36 | 57 | 70 | 50 | 55 | 45 | 38 |
| BLACKSHEAR | %ILE | 24 | 34 | 28 | 30 | 42 | 16 | 26 | 23 | 27 | 41 | 39 | 28 | 34 | 37 | 28 | 50 | 59 | 53 |
| | N | 49 | 49 | 51 | 39 | 30 | 39 | 48 | 49 | 51 | 39 | 30 | 39 | 48 | 50 | 51 | 39 | 30 | 20 |
| BROOKE | %ILE | 22 | 37 | 28 | 32 | 30 | 42 | 17 | 39 | 32 | 27 | 33 | 50 | 37 | 30 | 34 | 46 | 48 | 64 |
| | N | 39 | 33 | 31 | 45 | 40 | 41 | 37 | 33 | 31 | 45 | 40 | 41 | 37 | 35 | 31 | 45 | 40 | 31 |
| CAMPBELL | %ILE | 39 | 36 | 30 | 20 | 26 | 38 | 24 | 24 | 31 | 26 | 30 | 48 | 39 | 35 | 42 | 33 | 42 | 67 |
| | N | 32 | 28 | 23 | 33 | 31 | 32 | 32 | 28 | 23 | 33 | 31 | 32 | 32 | 28 | 23 | 32 | 31 | 27 |
| GOVALLE | %ILE | 25 | 53 | 34 | 31 | 34 | 31 | 19 | 50 | 32 | 37 | 37 | 42 | 28 | 56 | 29 | 20 | 36 | 73 |
| | N | 82 | 76 | 87 | 45 | 78 | 84 | 82 | 76 | 86 | 45 | 78 | 84 | 81 | 76 | 88 | 44 | 78 | 70 |
| METZ | %ILE | 26 | 44 | 37 | 26 | 34 | 32 | 27 | 43 | 41 | 30 | 36 | 38 | 28 | 50 | 41 | 49 | 53 | 54 |
| | N | 53 | 38 | 42 | 40 | 44 | 37 | 53 | 38 | 43 | 40 | 44 | 37 | 53 | 38 | 43 | 40 | 44 | 37 |
| NORMAN | %ILE | 30 | 40 | 42 | 26 | 30 | 30 | 21 | 27 | 37 | 23 | 35 | 34 | 30 | 41 | 40 | 21 | 47 | 56 |
| | N | 49 | 29 | 40 | 41 | 39 | 29 | 49 | 29 | 40 | 40 | 39 | 29 | 49 | 29 | 40 | 38 | 39 | 28 |
| OAK SPRINGS | %ILE | 31 | 37 | 23 | 24 | 21 | 27 | 20 | 45 | 30 | 25 | 27 | 40 | 26 | 53 | 36 | 18 | 37 | 50 |
| | N | 37 | 29 | 22 | 41 | 47 | 54 | 35 | 29 | 22 | 39 | 47 | 54 | 35 | 29 | 22 | 39 | 47 | 53 |
| ORTEGA | %ILE | 38 | 37 | 20 | 26 | 42 | 40 | 32 | 28 | 23 | 31 | 40 | 42 | 57 | 48 | 25 | 38 | 45 | 82 |
| | N | 40 | 39 | 37 | 28 | 20 | 33 | 39 | 39 | 37 | 28 | 20 | 33 | 40 | 39 | 35 | 28 | 20 | 27 |
| PECAN SPRINGS | %ILE | 36 | 42 | 30 | 31 | 31 | 25 | 33 | 49 | 31 | 32 | 34 | 39 | 51 | 48 | 28 | 34 | 45 | 70 |
| | N | 57 | 67 | 56 | 56 | 64 | 62 | 57 | 67 | 57 | 56 | 64 | 62 | 59 | 67 | 57 | 55 | 64 | 59 |
| SANCHEZ | %ILE | 29 | 38 | 34 | 56 | 26 | 35 | 33 | 30 | 30 | 33 | 23 | 43 | 35 | 51 | 41 | 48 | 22 | 77 |
| | N | 57 | 39 | 36 | 60 | 42 | 49 | 50 | 39 | 36 | 60 | 41 | 49 | 56 | 40 | 37 | 60 | 43 | 40 |
| SIMS | %ILE | 24 | 36 | 19 | 28 | 37 | 49 | 23 | 27 | 18 | 30 | 30 | 51 | 35 | 40 | 19 | 21 | 29 | 59 |
| | N | 57 | 42 | 45 | 52 | 49 | 33 | 56 | 42 | 45 | 52 | 49 | 33 | 56 | 42 | 45 | 52 | 49 | 33 |
| WINN | %ILE | 38 | 34 | 32 | 34 | 31 | 32 | 26 | 24 | 33 | 30 | 27 | 42 | 35 | 27 | 35 | 31 | 28 | 53 |
| | N | 111 | 111 | 125 | 86 | 109 | 125 | 112 | 111 | 125 | 86 | 112 | 124 | 114 | 113 | 125 | 84 | 110 | 112 |
| ZAVALA | %ILE | 19 | 39 | 29 | 20 | 22 | 25 | 17 | 33 | 21 | 18 | 25 | 33 | 34 | 40 | 36 | 26 | 48 | 70 |
| | N | 58 | 37 | 37 | 50 | 41 | 45 | 54 | 37 | 37 | 50 | 41 | 45 | 55 | 37 | 37 | 50 | 41 | 32 |

Date: 8-31-92
Grade: Third

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

## PRIORITY SCHOOLS STUDENT ACHIEVEMENT DATA
ITBS MEDIAN PERCENTILES (1991 norms)
1992 DATA ARE NAPT
1987, 1988, 1989, 1990, 1991, 1992

| SCHOOL | | LANGUAGE | | | | | | WORK STUDY | | | | | | COMPOSITE | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 |
| ALLAN | %ILE | 40 | 65 | 35 | 62 | 59 | 61 | 29 | 52 | 37 | 44 | 43 | N/A | 37 | 36 | 37 | 41 | 38 | 49 |
| | N | 37 | 46 | 53 | 42 | 46 | 44 | 37 | 46 | 52 | 42 | 46 | N/A | 41 | 59 | 50 | 42 | 46 | 43 |
| ALLISON | %ILE | 51 | 65 | 40 | 61 | 57 | 52 | 41 | 49 | 42 | 44 | 37 | N/A | 50 | 54 | 52 | 44 | 37 | 39 |
| | N | 68 | 78 | 68 | 69 | 65 | 64 | 67 | 78 | 68 | 69 | 65 | N/A | 80 | 70 | 68 | 69 | 63 | 64 |
| BECKER | %ILE | 57 | 57 | 38 | 73 | 66 | 52 | 37 | 44 | 40 | 49 | 44 | N/A | 40 | 44 | 55 | 48 | 50 | 63 |
| | N | 56 | 70 | 50 | 55 | 43 | 38 | 54 | 70 | 50 | 55 | 45 | N/A | 77 | 92 | 58 | 55 | 43 | 38 |
| BLACKSHEAR | %ILE | 45 | 57 | 30 | 52 | 73 | 57 | 30 | 34 | 34 | 42 | 52 | N/A | 32 | 23 | 46 | 43 | 51 | 42 |
| | N | 47 | 49 | 51 | 39 | 30 | 21 | 47 | 47 | 51 | 39 | 30 | N/A | 62 | 49 | 45 | 39 | 30 | 20 |
| BROOKE | %ILE | 40 | 51 | 34 | 56 | 63 | 52 | 31 | 33 | 37 | 34 | 40 | N/A | 30 | 46 | 64 | 38 | 42 | 67 |
| | N | 32 | 33 | 31 | 44 | 40 | 31 | 31 | 33 | 31 | 45 | 40 | N/A | 32 | 44 | 49 | 45 | 40 | 31 |
| CAMPBELL | %ILE | 48 | 50 | 30 | 58 | 53 | 71 | 39 | 35 | 33 | 29 | 31 | N/A | 26 | 35 | 37 | 31 | 35 | 52 |
| | N | 32 | 28 | 23 | 32 | 31 | 28 | 32 | 28 | 23 | 32 | 31 | N/A | 32 | 28 | 33 | 31 | 31 | 25 |
| GOVALLE | %ILE | 41 | 73 | 36 | 62 | 75 | 61 | 24 | 61 | 37 | 35 | 43 | N/A | 44 | 81 | 37 | 34 | 47 | 52 |
| | N | 81 | 76 | 88 | 45 | 77 | 71 | 81 | 76 | 87 | 45 | 78 | N/A | 77 | 82 | 65 | 44 | 77 | 69 |
| METZ | %ILE | 42 | 66 | 37 | 67 | 76 | 44 | 32 | 52 | 45 | 41 | 49 | N/A | 31 | 45 | 53 | 45 | 50 | 37 |
| | N | 53 | 38 | 43 | 40 | 44 | 37 | 52 | 38 | 42 | 40 | 44 | N/A | 48 | 53 | 30 | 40 | 44 | 37 |
| NORMAN | %ILE | 41 | 56 | 45 | 43 | 66 | 44 | 30 | 43 | 47 | 31 | 42 | N/A | 28 | 50 | 47 | 30 | 42 | 42 |
| | N | 48 | 29 | 40 | 40 | 39 | 27 | 48 | 29 | 40 | 40 | 39 | N/A | 25 | 49 | 31 | 37 | 39 | 25 |
| OAK SPRINGS | %ILE | 45 | 65 | 36 | 59 | 65 | 51 | 30 | 52 | 38 | 25 | 30 | N/A | 39 | 68 | 41 | 27 | 36 | 26 |
| | N | 33 | 38 | 22 | 40 | 47 | 53 | 33 | 29 | 22 | 40 | 47 | N/A | 34 | 24 | 23 | 37 | 47 | 52 |
| ORTEGA | %ILE | 58 | 65 | 29 | 63 | 74 | 69 | 43 | 44 | 30 | 47 | 46 | N/A | 39 | 43 | 72 | 42 | 48 | 60 |
| | N | 39 | 38 | 35 | 28 | 20 | 27 | 39 | 38 | 35 | 28 | 20 | N/A | 45 | 41 | 35 | 28 | 20 | 27 |
| PECAN SPRINGS | %ILE | 58 | 67 | 35 | 70 | 73 | 64 | 40 | 55 | 38 | 37 | 43 | N/A | 37 | 37 | 51 | 46 | 48 | 46 |
| | N | 57 | 67 | 57 | 55 | 63 | 59 | 57 | 66 | 57 | 56 | 63 | N/A | 60 | 65 | 55 | 54 | 63 | 59 |
| SANCHEZ | %ILE | 57 | 62 | 40 | 75 | 59 | 75 | 47 | 41 | 43 | 43 | 25 | N/A | 23 | 36 | 53 | 51 | 30 | 51 |
| | N | 48 | 39 | 36 | 60 | 41 | 41 | 48 | 39 | 35 | 60 | 42 | N/A | 44 | 61 | 52 | 60 | 41 | 39 |
| SIMS | %ILE | 45 | 52 | 16 | 50 | 65 | 64 | 31 | 40 | 15 | 34 | 38 | N/A | 29 | 26 | 45 | 28 | 41 | 62 |
| | N | 56 | 42 | 45 | 52 | 49 | 33 | 56 | 42 | 45 | 52 | 49 | N/A | 54 | 46 | 62 | 52 | 49 | 32 |
| WINN | %ILE | 47 | 50 | 36 | 53 | 54 | 53 | 39 | 33 | 37 | 35 | 32 | N/A | 37 | 38 | 41 | 41 | 34 | 43 |
| | N | 111 | 110 | 125 | 85 | 111 | 109 | 111 | 108 | 125 | 84 | 110 | N/A | 108 | 131 | 86 | 80 | 108 | 103 |
| ZAVALA | %ILE | 39 | 53 | 35 | 37 | 59 | 60 | 28 | 39 | 30 | 24 | 32 | N/A | 29 | 24 | 36 | 19 | 34 | 35 |
| | N | 51 | 37 | 37 | 50 | 41 | 32 | 51 | 37 | 36 | 50 | 41 | N/A | 37 | 44 | 54 | 50 | 41 | 31 |

Date: 8-31-92
Grade: Fourth

AUSTIN INDEPENDENT SCHOOL DISTRICT
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## PRIORITY SCHOOLS STUDENT ACHIEVEMENT DATA
ITBS MEDIAN PERCENTILES (1991 norms)
1992 DATA ARE NAPT
1987, 1988, 1989, 1990, 1991, 1992

| SCHOOL | | VOCABULARY | | | | | | READING COMPREHENSION | | | | | | MATHEMATICS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 |
| ALLAN | %ILE | 20 | 26 | 28 | 25 | 27 | 25 | 13 | 20 | 23 | 25 | 28 | 20 | 16 | 31 | 29 | 28 | 31 | 38 |
| | N | 57 | 36 | 44 | 48 | 39 | 49 | 57 | 36 | 44 | 48 | 38 | 49 | 57 | 36 | 43 | 48 | 39 | 41 |
| ALLISON | %ILE | 16 | 27 | 25 | 28 | 27 | 25 | 13 | 22 | 32 | 31 | 35 | 28 | 11 | 29 | 38 | 43 | 46 | 62 |
| | N | 62 | 64 | 63 | 63 | 76 | 65 | 62 | 64 | 63 | 63 | 76 | 65 | 62 | 63 | 63 | 64 | 76 | 55 |
| BECKER | %ILE | 32 | 27 | 28 | 34 | 28 | 34 | 27 | 20 | 31 | 33 | 31 | 37 | 39 | 35 | 58 | 35 | 38 | 77 |
| | N | 68 | 54 | 32 | 44 | 54 | 47 | 68 | 54 | 32 | 44 | 54 | 47 | 70 | 55 | 32 | 45 | 54 | 44 |
| BLACKSHEAR | %ILE | 11 | 24 | 22 | 18 | 23 | 16 | 08 | 15 | 22 | 19 | 22 | 13 | 09 | 27 | 27 | 28 | 43 | 41 |
| | N | 49 | 39 | 42 | 53 | 40 | 39 | 49 | 39 | 41 | 53 | 40 | 39 | 50 | 40 | 42 | 52 | 40 | 28 |
| BROOKE | %ILE | 15 | 21 | 24 | 28 | 28 | 25 | 21 | 19 | 35 | 33 | 27 | 35 | 23 | 28 | 31 | 44 | 46 | 38 |
| | N | 29 | 35 | 24 | 29 | 39 | 36 | 29 | 35 | 24 | 29 | 39 | 36 | 29 | 36 | 24 | 29 | 39 | 30 |
| CAMPBELL | %ILE | 19 | 22 | 18 | 24 | 21 | 31 | 13 | 13 | 22 | 27 | 21 | 21 | 14 | 19 | 27 | 25 | 35 | 42 |
| | N | 47 | 30 | 27 | 25 | 31 | 34 | 47 | 30 | 27 | 25 | 31 | 34 | 47 | 30 | 27 | 25 | 31 | 30 |
| GOVALLE | %ILE | 12 | 21 | 31 | 28 | 22 | 27 | 12 | 19 | 31 | 34 | 21 | 26 | 14 | 14 | 33 | 37 | 31 | 41 |
| | N | 56 | 80 | 72 | 66 | 59 | 86 | 56 | 80 | 72 | 66 | 59 | 86 | 57 | 79 | 74 | 66 | 57 | 71 |
| METZ | %ILE | 19 | 27 | 32 | 29 | 24 | 31 | 18 | 27 | 28 | 34 | 30 | 37 | 19 | 44 | 37 | 44 | 44 | 52 |
| | N | 40 | 45 | 49 | 46 | 29 | 33 | 40 | 45 | 49 | 46 | 29 | 33 | 41 | 45 | 49 | 46 | 29 | 33 |
| NORMAN | %ILE | 32 | 19 | 29 | 41 | 32 | 29 | 19 | 09 | 20 | 35 | 25 | 27 | 29 | 07 | 21 | 30 | 24 | 53 |
| | N | 41 | 44 | 22 | 39 | 35 | 34 | 41 | 44 | 22 | 39 | 35 | 34 | 41 | 43 | 22 | 39 | 35 | 33 |
| OAK SPRINGS | %ILE | 16 | 37 | 22 | 23 | 32 | 23 | 13 | 21 | 20 | 24 | 26 | 31 | 22 | 31 | 22 | 40 | 38 | 55 |
| | N | 35 | 29 | 28 | 41 | 45 | 49 | 35 | 29 | 28 | 41 | 45 | 49 | 34 | 29 | 28 | 41 | 45 | 47 |
| ORTEGA | %ILE | 20 | 32 | 19 | 19 | 25 | 22 | 22 | 20 | 23 | 22 | 39 | 24 | 30 | 46 | 37 | 24 | 37 | 51 |
| | N | 39 | 37 | 33 | 33 | 26 | 31 | 39 | 37 | 33 | 33 | 26 | 31 | 40 | 37 | 33 | 33 | 26 | 24 |
| PECAN SPRINGS | %ILE | 26 | 36 | 39 | 29 | 37 | 32 | 15 | 27 | 32 | 33 | 32 | 27 | 18 | 27 | 26 | 29 | 30 | 42 |
| | N | 52 | 61 | 58 | 50 | 55 | 62 | 52 | 61 | 58 | 50 | 55 | 62 | 52 | 62 | 58 | 50 | 54 | 56 |
| SANCHEZ | %ILE | 20 | 31 | 27 | 30 | 36 | 23 | 13 | 19 | 25 | 23 | 33 | 30 | 17 | 38 | 31 | 38 | 43 | 53 |
| | N | 48 | 61 | 47 | 36 | 64 | 50 | 48 | 61 | 47 | 36 | 64 | 50 | 48 | 61 | 47 | 36 | 64 | 38 |
| SIMS | %ILE | 12 | 16 | 26 | 21 | 27 | 30 | 09 | 13 | 24 | 20 | 21 | 26 | 09 | 11 | 26 | 22 | 23 | 36 |
| | N | 45 | 54 | 42 | 47 | 52 | 49 | 45 | 54 | 42 | 47 | 52 | 48 | 46 | 54 | 42 | 47 | 52 | 47 |
| WINN | %ILE | | | | | 24 | 26 | | | | | 23 | 18 | | | | | 20 | 34 |
| | N | | | | | 115 | 143 | | | | | 115 | 143 | | | | | 115 | 132 |
| ZAVALA | %ILE | 15 | 16 | 16 | 16 | 18 | 24 | 14 | 14 | 22 | 22 | 27 | 27 | 17 | 16 | 38 | 49 | 30 | 87 |
| | N | 58 | 55 | 43 | 32 | 45 | 42 | 58 | 55 | 43 | 32 | 45 | 42 | 57 | 56 | 42 | 32 | 45 | 31 |

Date: 8-31-92
Grade: Fourth

AUSTIN INDEPENDENT SCHOOL DISTRICT
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PRIORITY SCHOOLS STUDENT ACHIEVEMENT DATA
ITBS MEDIAN PERCENTILES (1991 norms)
1992 DATA ARE NAPT
1987, 1988, 1989, 1990, 1991, 1992

| SCHOOL | | LANGUAGE | | | | | | WORK STUDY | | | | | | COMPOSITE | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 |
| ALLAN | %ILE | 34 | 44 | 38 | 37 | 48 | 44 | 30 | 33 | 30 | 34 | 35 | N/A | 20 | 34 | 25 | 26 | 34 | 19 |
| | N | 57 | 36 | 43 | 48 | 38 | 41 | 57 | 36 | 43 | 48 | 39 | N/A | 56 | 36 | 43 | 48 | 38 | 41 |
| ALLISON | %ILE | 26 | 44 | 52 | 50 | 49 | 48 | 22 | 36 | 45 | 50 | 50 | N/A | 16 | 32 | 41 | 40 | 38 | 34 |
| | N | 61 | 64 | 63 | 63 | 76 | 57 | 61 | 65 | 63 | 63 | 76 | N/A | 61 | 62 | 63 | 63 | 76 | 53 |
| BECKER | %ILE | 48 | 50 | 55 | 50 | 58 | 53 | 43 | 36 | 44 | 46 | 42 | N/A | 37 | 34 | 45 | 38 | 39 | 37 |
| | N | 68 | 54 | 32 | 44 | 54 | 44 | 68 | 53 | 32 | 44 | 54 | N/A | 68 | 53 | 32 | 44 | 54 | 44 |
| BLACKSHEAR | %ILE | 12 | 40 | 38 | 35 | 63 | 53 | 16 | 32 | 31 | 29 | 49 | N/A | 07 | 31 | 25 | 23 | 34 | 23 |
| | N | 48 | 39 | 42 | 53 | 40 | 27 | 49 | 38 | 42 | 53 | 40 | N/A | 48 | 38 | 41 | 52 | 40 | 27 |
| BROOKE | %ILE | 34 | 41 | 31 | 42 | 41 | 47 | 35 | 36 | 36 | 44 | 36 | N/A | 30 | 30 | 26 | 33 | 32 | 37 |
| | N | 29 | 35 | 24 | 28 | 39 | 29 | 29 | 35 | 24 | 29 | 39 | N/A | 29 | 35 | 24 | 28 | 39 | 29 |
| CAMPBELL | %ILE | 18 | 38 | 28 | 34 | 34 | 39 | 24 | 23 | 31 | 23 | 32 | N/A | 12 | 21 | 20 | 20 | 29 | 25 |
| | N | 47 | 30 | 27 | 25 | 31 | 30 | 47 | 30 | 27 | 25 | 31 | N/A | 47 | 30 | 27 | 25 | 31 | 28 |
| GOVALLE | %ILE | 16 | 36 | 44 | 50 | 45 | 53 | 17 | 24 | 33 | 44 | 34 | N/A | 10 | 20 | 36 | 36 | 28 | 40 |
| | N | 56 | 77 | 71 | 66 | 57 | 74 | 57 | 79 | 72 | 66 | 56 | N/A | 56 | 76 | 70 | 66 | 56 | 70 |
| METZ | %ILE | 30 | 56 | 51 | 54 | 60 | 50 | 32 | 51 | 37 | 50 | 48 | N/A | 23 | 39 | 38 | 47 | 38 | 36 |
| | N | 40 | 45 | 49 | 45 | 29 | 33 | 40 | 45 | 49 | 46 | 29 | N/A | 40 | 45 | 49 | 45 | 29 | 32 |
| NORMAN | %ILE | 35 | 23 | 34 | 53 | 40 | 43 | 29 | 22 | 32 | 46 | 31 | N/A | 30 | 11 | 27 | 40 | 27 | 31 |
| | N | 41 | 44 | 22 | 39 | 35 | 33 | 40 | 44 | 22 | 39 | 35 | N/A | 40 | 43 | 22 | 39 | 35 | 32 |
| OAK SPRINGS | %ILE | 28 | 52 | 32 | 54 | 58 | 50 | 23 | 33 | 26 | 41 | 38 | N/A | 14 | 35 | 20 | 33 | 34 | 35 |
| | N | 35 | 29 | 28 | 41 | 44 | 47 | 35 | 29 | 28 | 41 | 45 | N/A | 34 | 29 | 28 | 41 | 44 | 47 |
| ORTEGA | %ILE | 30 | 68 | 47 | 44 | 48 | 44 | 38 | 46 | 44 | 30 | 43 | N/A | 27 | 51 | 32 | 25 | 34 | 21 |
| | N | 38 | 36 | 33 | 33 | 26 | 23 | 38 | 36 | 33 | 33 | 26 | N/A | 37 | 36 | 33 | 33 | 26 | 23 |
| PECAN SPRINGS | %ILE | 19 | 39 | 41 | 54 | 56 | 54 | 23 | 42 | 32 | 35 | 40 | N/A | 18 | 33 | 34 | 34 | 44 | 35 |
| | N | 52 | 61 | 57 | 50 | 55 | 57 | 52 | 60 | 58 | 50 | 53 | N/A | 50 | 60 | 57 | 50 | 52 | 56 |
| SANCHEZ | %ILE | 33 | 46 | 47 | 52 | 61 | 53 | 27 | 42 | 31 | 45 | 41 | N/A | 20 | 36 | 29 | 35 | 41 | 36 |
| | N | 48 | 60 | 47 | 36 | 64 | 38 | 48 | 61 | 47 | 36 | 64 | N/A | 48 | 60 | 47 | 36 | 64 | 35 |
| SIMS | %ILE | 17 | 25 | 36 | 23 | 31 | 40 | 19 | 18 | 24 | 22 | 19 | N/A | 10 | 18 | 25 | 18 | 23 | 22 |
| | N | 44 | 54 | 42 | 47 | 52 | 46 | 44 | 54 | 42 | 47 | 52 | N/A | 44 | 54 | 42 | 47 | 52 | 46 |
| WINN | %ILE | | | | | 39 | 39 | | | | | 29 | N/A | | | | | 26 | 24 |
| | N | | | | | 84 | 132 | | | | | 85 | N/A | | | | | 84 | 118 |
| ZAVALA | %ILE | 25 | 22 | 35 | 42 | 32 | 46 | 30 | 22 | 27 | 40 | 24 | N/A | 18 | 13 | 26 | 33 | 20 | 37 |
| | N | 57 | 55 | 42 | 32 | 45 | 32 | 58 | 55 | 42 | 32 | 44 | N/A | 56 | 55 | 41 | 32 | 44 | 31 |

Date: 9-02-92
Grade: Fifth

AUSTIN INDEPENDENT SCHOOL DISTRICT
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## PRIORITY SCHOOLS STUDENT ACHIEVEMENT DATA
ITBS MEDIAN PERCENTILES (1991 norms)
1992 DATA ARE NAPT
1987, 1988, 1989, 1990, 1991, 1992

| SCHOOL | | VOCABULARY | | | | | | READING COMPREHENSION | | | | | | MATHEMATICS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 |
| ALLAN | %ILE | 17 | 21 | 18 | 24 | 21 | 20 | 16 | 14 | 32 | 29 | 22 | 27 | 19 | 23 | 32 | 37 | 25 | 40 |
| | N | 51 | 47 | 39 | 46 | 49 | 50 | 51 | 47 | 39 | 46 | 49 | 50 | 51 | 47 | 39 | 46 | 49 | 50 |
| ALLISON | %ILE | 20 | 27 | 24 | 26 | 22 | 30 | 11 | 17 | 36 | 39 | 36 | 38 | 19 | 25 | 45 | 40 | 41 | 52 |
| | N | 63 | 58 | 50 | 64 | 66 | 65 | 63 | 58 | 50 | 64 | 66 | 65 | 63 | 59 | 49 | 64 | 67 | 58 |
| BECKER | %ILE | 27 | 27 | 45 | 24 | 23 | 27 | 23 | 20 | 34 | 23 | 39 | 41 | 41 | 37 | 61 | 40 | 42 | 62 |
| | N | 60 | 61 | 35 | 33 | 39 | 55 | 60 | 61 | 35 | 33 | 39 | 55 | 60 | 61 | 35 | 33 | 39 | 46 |
| BLACKSHEAR | %ILE | 20 | 11 | 25 | 17 | 21 | 20 | 13 | 08 | 20 | 17 | 24 | 19 | 14 | 16 | 23 | 22 | 30 | 69 |
| | N | 39 | 46 | 43 | 47 | 47 | 43 | 39 | 46 | 43 | 47 | 47 | 43 | 39 | 46 | 43 | 47 | 47 | 30 |
| BROOKE | %ILE | 20 | 27 | 15 | 32 | 22 | 35 | 18 | 23 | 24 | 37 | 37 | 45 | 11 | 36 | 45 | 50 | 54 | 65 |
| | N | 31 | 36 | 31 | 22 | 37 | 41 | 31 | 36 | 31 | 22 | 37 | 41 | 30 | 37 | 31 | 21 | 37 | 34 |
| CAMPBELL | %ILE | 21 | 20 | 18 | 21 | 20 | 33 | 13 | 14 | 16 | 17 | 22 | 45 | 19 | 25 | 24 | 26 | 44 | 63 |
| | N | 33 | 38 | 28 | 32 | 29 | 27 | 33 | 38 | 28 | 32 | 29 | 27 | 33 | 39 | 28 | 32 | 29 | 23 |
| GOVALLE | %ILE | 20 | 20 | 18 | 27 | 24 | 25 | 13 | 16 | 23 | 29 | 29 | 25 | 20 | 19 | 16 | 27 | 19 | 32 |
| | N | 64 | 51 | 66 | 61 | 73 | 66 | 63 | 51 | 66 | 61 | 73 | 66 | 63 | 50 | 67 | 61 | 74 | 52 |
| METZ | %ILE | 21 | 28 | 18 | 32 | 26 | 36 | 17 | 24 | 29 | 26 | 37 | 42 | 25 | 46 | 36 | 35 | 40 | 69 |
| | N | 58 | 40 | 44 | 43 | 32 | 24 | 59 | 40 | 44 | 43 | 32 | 24 | 59 | 41 | 44 | 43 | 32 | 24 |
| NORMAN | %ILE | 26 | 24 | 17 | 26 | 40 | 36 | 22 | 18 | 18 | 38 | 41 | 38 | 33 | 25 | 11 | 35 | 41 | 45 |
| | N | 39 | 39 | 37 | 28 | 43 | 26 | 39 | 39 | 37 | 28 | 43 | 26 | 39 | 40 | 37 | 27 | 43 | 24 |
| OAK SPRINGS | %ILE | 21 | 24 | 18 | 20 | 18 | 24 | 14 | 13 | 23 | 17 | 28 | 37 | 19 | 18 | 29 | 26 | 25 | 48 |
| | N | 24 | 27 | 30 | 37 | 44 | 46 | 23 | 27 | 30 | 37 | 44 | 46 | 24 | 27 | 30 | 38 | 43 | 43 |
| ORTEGA | %ILE | 20 | 18 | 25 | 24 | 27 | 22 | 19 | 28 | 35 | 30 | 23 | 33 | 19 | 37 | 47 | 43 | 34 | 69 |
| | N | 42 | 35 | 41 | 30 | 34 | 32 | 41 | 35 | 41 | 30 | 34 | 32 | 41 | 37 | 41 | 30 | 34 | 26 |
| PECAN SPRINGS | %ILE | 24 | 29 | 31 | 33 | 24 | 37 | 16 | 21 | 37 | 37 | 26 | 45 | 19 | 24 | 40 | 37 | 32 | 50 |
| | N | 50 | 57 | 66 | 59 | 49 | 53 | 50 | 57 | 66 | 59 | 50 | 53 | 51 | 58 | 66 | 59 | 50 | 50 |
| SANCHEZ | %ILE | 20 | 27 | 22 | 26 | 28 | 33 | 19 | 19 | 32 | 36 | 32 | 43 | 19 | 42 | 46 | 56 | 47 | 80 |
| | N | 27 | 42 | 50 | 43 | 36 | 66 | 27 | 42 | 50 | 43 | 36 | 66 | 28 | 42 | 49 | 43 | 36 | 54 |
| SIMS | %ILE | 21 | 18 | 13 | 21 | 18 | 27 | 14 | 11 | 11 | 25 | 18 | 34 | 19 | 19 | 13 | 35 | 34 | 60 |
| | N | 56 | 40 | 54 | 38 | 36 | 51 | 56 | 40 | 54 | 38 | 36 | 51 | 56 | 41 | 53 | 38 | 36 | 51 |
| WINN | %ILE | | | | | 26 | 26 | | | | | 26 | 28 | | | | | 23 | 39 |
| | N | | | | | 123 | 101 | | | | | 123 | 102 | | | | | 122 | 102 |
| ZAVALA | %ILE | 24 | 20 | 18 | 17 | 23 | 24 | 21 | 21 | 22 | 22 | 25 | 29 | 19 | 19 | 29 | 30 | 49 | 76 |
| | N | 38 | 60 | 50 | 48 | 35 | 41 | 38 | 60 | 50 | 48 | 35 | 41 | 38 | 61 | 51 | 48 | 35 | 30 |

Date: 9-02-92
Grade: Fifth

AUSTIN INDEPENDENT SCHOOL DISTRICT
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### PRIORITY SCHOOLS STUDENT ACHIEVEMENT DATA
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1992 DATA ARE NAPT
1987, 1988, 1989, 1990, 1991, 1992

| SCHOOL | | LANGUAGE | | | | | | WORK STUDY | | | | | | COMPOSITE | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 |
| ALLAN | %ILE | 33 | 38 | 31 | 39 | 38 | 35 | 18 | 24 | 35 | 36 | 29 | N/A | 19 | 21 | 27 | 33 | 25 | 32 |
| | N | 51 | 47 | 39 | 46 | 49 | 44 | 51 | 47 | 39 | 46 | 49 | N/A | 50 | 47 | 39 | 46 | 49 | 44 |
| ALLISON | %ILE | 30 | 35 | 47 | 50 | 50 | 50 | 28 | 30 | 45 | 51 | 43 | N/A | 22 | 26 | 40 | 42 | 35 | 41 |
| | N | 62 | 58 | 50 | 64 | 65 | 59 | 62 | 59 | 50 | 64 | 65 | N/A | 60 | 58 | 49 | 64 | 65 | 58 |
| BECKER | %ILE | 33 | 42 | 52 | 44 | 51 | 49 | 35 | 36 | 50 | 46 | 44 | N/A | 32 | 32 | 57 | 33 | 41 | 36 |
| | N | 60 | 61 | 35 | 33 | 39 | 47 | 59 | 61 | 35 | 33 | 39 | N/A | 59 | 61 | 35 | 33 | 39 | 46 |
| BLACKSHEAR | %ILE | 21 | 18 | 38 | 30 | 43 | 67 | 24 | 12 | 33 | 20 | 32 | N/A | 21 | 08 | 25 | 18 | 22 | 47 |
| | N | 38 | 44 | 42 | 47 | 47 | 30 | 38 | 46 | 43 | 47 | 47 | N/A | 38 | 43 | 42 | 47 | 47 | 29 |
| BROOKE | %ILE | 27 | 47 | 38 | 47 | 51 | 50 | 28 | 32 | 33 | 46 | 48 | N/A | 19 | 32 | 28 | 42 | 41 | 53 |
| | N | 31 | 36 | 31 | 22 | 36 | 34 | 31 | 36 | 31 | 22 | 37 | N/A | 30 | 36 | 31 | 21 | 36 | 34 |
| CAMPBELL | %ILE | 28 | 29 | 32 | 35 | 48 | 57 | 19 | 18 | 22 | 37 | 35 | N/A | 23 | 20 | 20 | 26 | 26 | 48 |
| | N | 33 | 38 | 28 | 32 | 29 | 24 | 33 | 39 | 28 | 32 | 29 | N/A | 33 | 38 | 28 | 32 | 29 | 21 |
| GOVALLE | %ILE | 39 | 27 | 30 | 46 | 45 | 37 | 21 | 18 | 23 | 37 | 31 | N/A | 22 | 20 | 20 | 33 | 28 | 27 |
| | N | 63 | 50 | 63 | 61 | 72 | 50 | 64 | 50 | 65 | 61 | 73 | N/A | 62 | 48 | 63 | 61 | 72 | 48 |
| METZ | %ILE | 32 | 39 | 44 | 42 | 48 | 56 | 26 | 32 | 36 | 34 | 38 | N/A | 25 | 28 | 29 | 29 | 33 | 52 |
| | N | 58 | 40 | 44 | 43 | 32 | 24 | 58 | 40 | 44 | 42 | 32 | N/A | 57 | 40 | 44 | 42 | 32 | 24 |
| NORMAN | %ILE | 32 | 34 | 22 | 47 | 54 | 52 | 30 | 28 | 19 | 30 | 42 | N/A | 30 | 27 | 15 | 27 | 47 | 40 |
| | N | 39 | 39 | 37 | 28 | 41 | 24 | 39 | 39 | 37 | 28 | 43 | N/A | 38 | 39 | 37 | 27 | 41 | 23 |
| OAK SPRINGS | %ILE | 33 | 33 | 44 | 29 | 38 | 43 | 29 | 26 | 19 | 23 | 34 | N/A | 25 | 28 | 26 | 16 | 26 | 29 |
| | N | 27 | 27 | 30 | 37 | 43 | 41 | 24 | 27 | 30 | 38 | 43 | N/A | 23 | 27 | 30 | 37 | 42 | 41 |
| ORTEGA | %ILE | 37 | 43 | 59 | 46 | 50 | 48 | 29 | 43 | 45 | 31 | 26 | N/A | 23 | 33 | 40 | 33 | 26 | 31 |
| | N | 41 | 35 | 41 | 30 | 34 | 26 | 41 | 35 | 41 | 30 | 34 | N/A | 41 | 35 | 41 | 30 | 34 | 26 |
| PECAN SPRINGS | %ILE | 34 | 35 | 48 | 47 | 41 | 55 | 28 | 27 | 44 | 41 | 35 | N/A | 24 | 32 | 37 | 39 | 28 | 48 |
| | N | 50 | 56 | 65 | 59 | 50 | 49 | 49 | 56 | 66 | 59 | 50 | N/A | 49 | 36 | 65 | 59 | 49 | 48 |
| SANCHEZ | %ILE | 33 | 49 | 60 | 50 | 59 | 68 | 29 | 36 | 45 | 41 | 41 | N/A | 27 | 33 | 40 | 39 | 39 | 52 |
| | N | 26 | 42 | 51 | 41 | 36 | 54 | 26 | 41 | 51 | 41 | 36 | N/A | 26 | 41 | 49 | 40 | 36 | 54 |
| SIMS | %ILE | 31 | 31 | 24 | 38 | 30 | 47 | 22 | 14 | 11 | 33 | 25 | N/A | 19 | 19 | 12 | 30 | 20 | 35 |
| | N | 56 | 40 | 53 | 38 | 36 | 51 | 56 | 40 | 53 | 38 | 36 | N/A | 56 | 40 | 53 | 38 | 36 | 51 |
| WINN | %ILE | | | | | 36 | 41 | | | | | 29 | N/A | | | | | 27 | 32 |
| | N | | | | | 122 | 98 | | | | | 122 | N/A | | | | | 122 | 91 |
| ZAVALA | %ILE | 27 | 31 | 34 | 30 | 40 | 38 | 29 | 31 | 28 | 25 | 38 | N/A | 26 | 28 | 21 | 20 | 33 | 38 |
| | N | 38 | 58 | 51 | 38 | 35 | 31 | 48 | 60 | 51 | 48 | 35 | N/A | 38 | 58 | 50 | 48 | 35 | 29 |

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PRIORITY SCHOOLS STUDENT ACHIEVEMENT DATA
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| SCHOOL | | VOCABULARY | | | | | | READING COMPREHENSION | | | | | | MATHEMATICS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 |
| ALLAN | %ILE | | | | | | | | | | | | | | | | | | |
| | N | | | | | | | | | | | | | | | | | | |
| ALLISON | %ILE | | | | | | | | | | | | | | | | | | |
| | N | | | | | | | | | | | | | | | | | | |
| BECKER | %ILE | | | | | | | | | | | | | | | | | | |
| | N | | | | | | | | | | | | | | | | | | |
| BLACKSHEAR | %ILE | 13 | 17 | 13 | 23 | 16 | 19 | 12 | 12 | 13 | 21 | 12 | 19 | 18 | 25 | 19 | 25 | 10 | 26 |
| | N | 43 | 42 | 40 | 48 | 39 | 49 | 43 | 42 | 40 | 48 | 39 | 49 | 42 | 43 | 39 | 48 | 39 | 34 |
| BROOKE | %ILE | | | | | | | | | | | | | | | | | | |
| | N | | | | | | | | | | | | | | | | | | |
| CAMPBELL | %ILE | 26 | 20 | 20 | 19 | 24 | 18 | 16 | 12 | 19 | 15 | 26 | 25 | 24 | 30 | 29 | 30 | 53 | 46 |
| | N | 42 | 34 | 35 | 29 | 25 | 36 | 45 | 34 | 35 | 29 | 25 | 36 | 43 | 34 | 35 | 29 | 25 | 34 |
| GOVALLE | %ILE | | | | | | | | | | | | | | | | | | |
| | N | | | | | | | | | | | | | | | | | | |
| METZ | %ILE | 22 | 28 | 12 | 19 | 20 | 30 | 16 | 28 | 24 | 20 | 25 | 34 | 28 | 33 | 36 | 28 | 34 | 66 |
| | N | 45 | 51 | 49 | 50 | 41 | 28 | 45 | 51 | 49 | 50 | 41 | 28 | 45 | 52 | 50 | 49 | 40 | 28 |
| NORMAN | %ILE | | | | | | | | | | | | | | | | | | |
| | N | | | | | | | | | | | | | | | | | | |
| OAK SPRINGS | %ILE | | | | | | | | | | | | | | | | | | |
| | N | | | | | | | | | | | | | | | | | | |
| ORTEGA | %ILE | | | | | | | | | | | | | | | | | | |
| | N | | | | | | | | | | | | | | | | | | |
| PECAN SPRINGS | %ILE | | | | | | | | | | | | | | | | | | |
| | N | | | | | | | | | | | | | | | | | | |
| SANCHEZ | %ILE | 19 | 20 | 17 | 32 | 22 | 29 | 19 | 15 | 23 | 33 | 30 | 38 | 29 | 28 | 37 | 49 | 41 | 81 |
| | N | 39 | 31 | 37 | 38 | 44 | 40 | 39 | 31 | 37 | 38 | 44 | 40 | 40 | 32 | 37 | 39 | 44 | 33 |
| SIMS | %ILE | | | | | | | | | | | | | | | | | | |
| | N | | | | | | | | | | | | | | | | | | |
| WINN | %ILE | | | | | | | | | | | | | | | | | | |
| | N | | | | | | | | | | | | | | | | | | |
| ZAVALA | %ILE | | | | | | | | | | | | | | | | | | |
| | N | | | | | | | | | | | | | | | | | | |

Date: 9-01-92
Grade: Sixth

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

PRIORITY SCHOOLS STUDENT ACHIEVEMENT DATA
ITBS MEDIAN PERCENTILES (1991 norms)
1992 DATA ARE NAPT
1987, 1988, 1989, 1990, 1991, 1992

| SCHOOL | | LANGUAGE | | | | | | WORK STUDY | | | | | | COMPOSITE | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 |
| ALLAN | %ILE | | | | | | | | | | | | | | | | | | |
| | N | | | | | | | | | | | | | | | | | | |
| ALLISON | %ILE | | | | | | | | | | | | | | | | | | |
| | N | | | | | | | | | | | | | | | | | | |
| BECKER | %ILE | | | | | | | | | | | | | | | | | | |
| | N | | | | | | | | | | | | | | | | | | |
| BLACKSHEAR | %ILE | 13 | 22 | 25 | 30 | 19 | 36 | 31 | 23 | 25 | 19 | 10 | N/A | 10 | 16 | 16 | 16 | 09 | 28 |
| | N | 42 | 42 | 40 | 48 | 39 | 34 | 42 | 42 | 40 | 48 | 38 | N/A | 42 | 42 | 39 | 48 | 38 | 34 |
| BROOKE | %ILE | | | | | | | | | | | | | | | | | | |
| | N | | | | | | | | | | | | | | | | | | |
| CAMPBELL | %ILE | 31 | 35 | 34 | 32 | 51 | 36 | 27 | 24 | 21 | 23 | 42 | N/A | 27 | 23 | 21 | 21 | 37 | 27 |
| | N | 42 | 34 | 35 | 29 | 25 | 34 | 45 | 34 | 35 | 29 | 25 | N/A | 43 | 34 | 35 | 29 | 25 | 33 |
| GOVALLE | %ILE | | | | | | | | | | | | | | | | | | |
| | N | | | | | | | | | | | | | | | | | | |
| METZ | %ILE | 39 | 38 | 39 | 33 | 41 | 45 | 33 | 33 | 30 | 28 | 32 | N/A | 24 | 34 | 22 | 22 | 30 | 42 |
| | N | 45 | 51 | 49 | 50 | 41 | 28 | 46 | 51 | 50 | 50 | 41 | N/A | 44 | 51 | 49 | 49 | 40 | 28 |
| NORMAN | %ILE | | | | | | | | | | | | | | | | | | |
| | N | | | | | | | | | | | | | | | | | | |
| OAK SPRINGS | %ILE | | | | | | | | | | | | | | | | | | |
| | N | | | | | | | | | | | | | | | | | | |
| ORTEGA | %ILE | | | | | | | | | | | | | | | | | | |
| | N | | | | | | | | | | | | | | | | | | |
| PECAN SPRINGS | %ILE | | | | | | | | | | | | | | | | | | |
| | N | | | | | | | | | | | | | | | | | | |
| SANCHEZ | %ILE | 29 | 33 | 35 | 53 | 46 | 69 | 36 | 32 | 32 | 48 | 34 | N/A | 27 | 29 | 22 | 40 | 32 | 48 |
| | N | 39 | 31 | 37 | 38 | 44 | 34 | 39 | 31 | 37 | 39 | 44 | N/A | 39 | 31 | 37 | 38 | 44 | 33 |
| SIMS | %ILE | | | | | | | | | | | | | | | | | | |
| | N | | | | | | | | | | | | | | | | | | |
| WINN | %ILE | | | | | | | | | | | | | | | | | | |
| | N | | | | | | | | | | | | | | | | | | |
| ZAVALA | %ILE | | | | | | | | | | | | | | | | | | |
| | N | | | | | | | | | | | | | | | | | | |

# *ATTACHMENT 2-5*

## *Priority Schools TAAS Summary*

Summaries of the percent mastery on the TAAS are included by grade, and subtest, and percent passing all tests, for the Priority Schools, by school, and as a group. Data are included for the fall, 1991, TAAS.

Attachment 2-5
(Page 1 of 1)

**AUSTIN INDEPENDENT SCHOOL DISTRICT**
**Department of Management Information**
**Office of Research and Evaluation**

## TAAS MASTERY LEVELS (1991)

### GRADE 3

| SCHOOL | WRITING (MET) |  | MATHEMATICS (MET) |  | READING (MET) |  | ALL |  |
|---|---|---|---|---|---|---|---|---|
|  | NUMBER TESTED | PERCENTAGE MASTERY | NUMBER TESTED | PERCENTAGE MASTERY | NUMBER TESTED | PERCENTAGE MASTERY | NUMBER TESTED | PERCENTAGE MASTERY |
| Allan | 46 | (53%) | 45 | (79%) | 45 | (88%) | 45 | (47%) |
| Allison | 73 | (63%) | 76 | (79%) | 73 | (61%) | 70 | (46%) |
| Becker | 42 | (42%) | 42 | (92%) | 39 | (67%) | 38 | (39%) |
| Blackshear | 26 | (48%) | 27 | (74%) | 26 | (74%) | 26 | (50%) |
| Brooke | 40 | (63%) | 43 | (85%) | 41 | (76%) | 38 | (50%) |
| Campbell | 37 | (68%) | 37 | (92%) | 37 | (76%) | 37 | (57%) |
| Govalle | 70 | (59%) | 74 | (88%) | 71 | (76%) | 70 | (54%) |
| Metz | 46 | (46%) | 47 | (81%) | 46 | (56%) | 46 | (37%) |
| Norman | 30 | (48%) | 32 | (66%) | 30 | (68%) | 28 | (36%) |
| Oak Springs | 57 | (35%) | 57 | (60%) | 57 | (62%) | 56 | (27%) |
| Ortega | 33 | (81%) | 34 | (90%) | 32 | (83%) | 32 | (72%) |
| Pecan Springs | 56 | (64%) | 57 | (91%) | 57 | (75%) | 56 | (54%) |
| Sanchez | 40 | (67%) | 46 | (84%) | 40 | (69%) | 40 | (55%) |
| Sims | 35 | (59%) | 37 | (77%) | 35 | (70%) | 34 | (41%) |
| Winn | 105 | (51%) | 114 | (74%) | 107 | (68%) | 105 | (36%) |
| Zavala | 42 | (39%) | 47 | (73%) | 46 | (68%) | 42 | (31%) |
| Priority Schools (Avg) | 778 | (57%) | 815 | (78%) | 782 | (67%) | 763 | (45%) |
| AISD (Avg) | 4684 | (61%) | 4749 | (87%) | 4722 | (81%) | 4812 | (57%) |

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## TAAS MASTERY LEVELS (1991)

### GRADE 5

| SCHOOL | WRITING (MET) |  | MATHEMATICS (MET) |  | READING (MET) |  | ALL |  |
|---|---|---|---|---|---|---|---|---|
|  | NUMBER TESTED | PERCENTAGE MASTERY | NUMBER TESTED | PERCENTAGE MASTERY | NUMBER TESTED | PERCENTAGE MASTERY | NUMBER TESTED | PERCENTAGE MASTERY |
| Allan | 19 | (43%) | 44 | (28%) | 44 | (30%) | 43 | (19%) |
| Allison | 65 | (65%) | 68 | (57%) | 67 | (43%) | 65 | (32%) |
| Becker | 57 | (70%) | 55 | (33%) | 58 | (45%) | 54 | (24%) |
| Blackshear | 34 | (79%) | 35 | (70%) | 34 | (48%) | 34 | (38%) |
| Brooke | 49 | (77%) | 52 | (54%) | 46 | (51%) | 44 | (39%) |
| Campbell | 30 | (80%) | 30 | (70%) | 30 | (83%) | 30 | (50%) |
| Govalle | 64 | (43%) | 67 | (26%) | 69 | (32%) | 64 | (16%) |
| Metz | 37 | (77%) | 37 | (52%) | 37 | (39%) | 37 | (24%) |
| Norman | 34 | (52%) | 37 | (22%) | 36 | (34%) | 33 | (15%) |
| Oak Springs | 46 | (60%) | 45 | (14%) | 44 | (22%) | 41 | (05%) |
| Ortega | 31 | (63%) | 32 | (40%) | 32 | (30%) | 31 | (26%) |
| Pecan Springs | 55 | (72%) | 54 | (33%) | 54 | (58%) | 53 | (28%) |
| Sanchez | 61 | (88%) | 64 | (61%) | 62 | (48%) | 61 | (39%) |
| Sims | 47 | (54%) | 48 | (26%) | 48 | (41%) | 47 | (21%) |
| Winn | 97 | (59%) | 101 | (24%) | 98 | (40%) | 195 | (20%) |
| Zavala | 43 | (39%) | 46 | (17%) | 44 | (23%) | 39 | (10%) |
| Priority Schools (Avg) | 795 | (61%) | 815 | (35%) | 803 | (39%) | 771 | (25%) |
| AISD (Avg) | 4329 | (77%) | 4356 | (58%) | 4357 | (63%) | 4416 | (48%) |

## *ATTACHMENT 2-6*

### *Priority Schools TAAS Summary*

Included are the summaries of the TAAS comparisons for the 1990 TAAS compared to the 1991 TAAS. Mastery is defined as 70% passing. Summaries are by grade and subtest, for each Priority School.

Attachment 2-6
(Page 1 of 1)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

## TAAS (1990 & 1991)

### GRADE 3
### PERCENT MASTERY (70% OF OBJECTIVES MET)
### NON SPECIAL EDUCATION STUDENTS

| | WRITING | | | READING | | | MATHEMATICS | | |
|---|---|---|---|---|---|---|---|---|---|
| SCHOOL | 1990 TAAS | 1991 TAAS | CHANGE | 1990 TAAS | 1991 TAAS | CHANGE | 1990 TAAS | 1991 TAAS | CHANGE |
| Allan | 60 | 53 | -7 | 69 | 88 | +19 | 82 | 79 | -3 |
| Allison | 50 | 63 | +13 | 71 | 61 | -10 | 70 | 79 | +9 |
| Becker | 72 | 42 | -30 | 83 | 67 | -16 | 83 | 92 | +9 |
| Blackshear | 69 | 48 | -21 | 57 | 74 | +17 | 77 | 74 | -3 |
| Brooke | 38 | 63 | +25 | 56 | 76 | +20 | 63 | 85 | +22 |
| Campbell | 29 | 68 | +39 | 77 | 76 | -1 | 90 | 92 | +2 |
| Govalle | 52 | 59 | +7 | 68 | 76 | +8 | 70 | 88 | +18 |
| Metz | 83 | 46 | -37 | 84 | 56 | -28 | 92 | 81 | -11 |
| Norman | 51 | 48 | -3 | 57 | 68 | +11 | 76 | 66 | -10 |
| Oak Springs | 39 | 35 | -4 | 52 | 62 | +10 | 33 | 60 | +27 |
| Ortega | 61 | 81 | +20 | 81 | 83 | +2 | 93 | 90 | -3 |
| Pecan Srings | 53 | 64 | +11 | 68 | 75 | +7 | 80 | 91 | +11 |
| Sanchez | 63 | 67 | +4 | 58 | 69 | +11 | 61 | 84 | +23 |
| Sims | 61 | 59 | -2 | 59 | 70 | +11 | 59 | 77 | +18 |
| Winn | 44 | 51 | +7 | 65 | 68 | +3 | 66 | 74 | +8 |
| Zavala | 39 | 39 | 0 | 56 | 68 | +12 | 59 | 73 | +14 |
| Priority Schools | 53 | 53 | 0 | 67 | 67 | 0 | 71 | 78 | +7 |
| AISD | 64 | 61 | -3 | 80 | 81 | +1 | 82 | 87 | +5 |

## TAAS (1990 & 1991)

### GRADE 5
### PERCENT MASTERY (70% OF OBJECTIVES MET)
### NON SPECIAL EDUCATION STUDENTS

| | WRITING | | | READING | | | MATHEMATICS | | |
|---|---|---|---|---|---|---|---|---|---|
| SCHOOL | 1990 TAAS | 1991 TAAS | CHANGE | 1990 TAAS | 1991 TAAS | CHANGE | 1990 TAAS | 1991 TAAS | CHANGE |
| Allan | 67 | 43 | -24 | 33 | 30 | -3 | 31 | 28 | -3 |
| Allison | 75 | 65 | -10 | 48 | 43 | -5 | 52 | 57 | +5 |
| Becker | 70 | 70 | 0 | 43 | 45 | +2 | 42 | 33 | -9 |
| Blackshear | 80 | 79 | -1 | 55 | 48 | -7 | 50 | 70 | +20 |
| Brooke | 77 | 77 | 0 | 55 | 51 | -4 | 64 | 54 | -10 |
| Campbell | 70 | 80 | +10 | 67 | 83 | +16 | 52 | 70 | +18 |
| Govalle | 79 | 43 | +36 | 47 | 32 | -15 | 26 | 26 | 0 |
| Metz | 81 | 77 | -4 | 44 | 39 | -5 | 44 | 52 | +8 |
| Norman | 70 | 52 | -18 | 40 | 34 | -6 | 26 | 22 | -4 |
| Oak Springs | 52 | 60 | +8 | 36 | 22 | -14 | 20 | 14 | -6 |
| Ortega | 56 | 63 | +7 | 28 | 30 | +2 | 39 | 40 | +1 |
| Pecan Srings | 73 | 72 | -1 | 52 | 58 | +6 | 40 | 33 | -7 |
| Sanchez | 67 | 88 | +21 | 45 | 48 | +3 | 38 | 61 | +23 |
| Sims | 39 | 54 | +15 | 30 | 41 | +11 | 22 | 26 | +4 |
| Winn | 48 | 59 | +11 | 38 | 40 | +2 | 24 | 24 | 0 |
| Zavala | 62 | 39 | -23 | 36 | 23 | -13 | 44 | 17 | -27 |
| Priority Schools | 66 | 61 | -5 | 43 | 39 | -4 | 36 | 35 | -1 |
| AISD | 75 | 77 | +2 | 63 | 63 | 0 | 56 | 58 | +2 |

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## *ATTACHMENT 2-7*

### *Recommended Promotion/Placement/Retention Percentages for 1992-93*

The recommended promotion/placement/retention percentages by grade and total for 1992-93 are presented for each of the Priority Schools, for the Priority Schools as a group, for the other elementary schools, and for AISD elementary as a whole.

# ATTACHMENT 2-7
# RECOMMENDED PROMOTION/PROMOTION/RETENTION

## PERCENTAGES FOR 1992-93

| | K | | | 1 | | | 2 | | | 3 | | | 4 | | | 5 | | | 6 | | | TOTAL | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| School | PR % | PL % | R % | PR % | PL % | R % | PR % | PL % | R % | PR % | PL % | R % | PR % | PL % | R % | PR % | PL % | R % | PR % | PL % | R % | PR % | PL % | R % |
| Allan | 95 | 5 | 0 | 87 | 12 | 1 | 84 | 16 | 0 | 93 | 7 | 0 | 100 | 0 | 0 | 98 | 2 | 0 | 0 | 0 | 0 | 93 | 7 | 0 |
| Allison | 99 | 0 | 1 | 95 | 5 | 0 | 94 | 6 | 0 | 100 | 0 | 0 | 96 | 4 | 0 | 99 | 1 | 0 | 0 | 0 | 0 | 97 | 3 | 0 |
| Becker | 96 | 3 | 1 | 78 | 19 | 3 | 79 | 17 | 4 | 86 | 14 | 0 | 97 | 3 | 0 | 97 | 0 | 3 | 0 | 0 | 0 | 90 | 8 | 2 |
| Blackshear | 100 | 0 | 0 | 81 | 16 | 3 | 86 | 14 | 0 | 88 | 12 | 0 | 98 | 2 | 0 | 90 | 10 | 0 | 100 | 0 | 0 | 92 | 8 | 0 |
| Brooke | 92 | 8 | 0 | 89 | 8 | 3 | 90 | 10 | 0 | 96 | 4 | 0 | 98 | 2 | 0 | 98 | 2 | 0 | 0 | 0 | 0 | 94 | 6 | 0 |
| Campbell | 100 | 0 | 0 | 85 | 9 | 6 | 93 | 5 | 2 | 98 | 2 | 0 | 97 | 0 | 3 | 91 | 6 | 3 | 93 | 7 | 0 | 94 | 4 | 2 |
| Govalle | 98 | 2 | 0 | 81 | 16 | 3 | 94 | 6 | 0 | 98 | 2 | 0 | 100 | 0 | 0 | 100 | 0 | 0 | 0 | 0 | 0 | 95 | 4 | 1 |
| Metz | 100 | 0 | 0 | 95 | 5 | 0 | 99 | 1 | 0 | 97 | 3 | 0 | 96 | 4 | 0 | 87 | 13 | 0 | 96 | 4 | 0 | 95 | 5 | 0 |
| Norman | 93 | 7 | 0 | 98 | 2 | 0 | 88 | 10 | 2 | 91 | 9 | 0 | 86 | 14 | 0 | 97 | 3 | 0 | 0 | 0 | 0 | 92 | 8 | 0 |
| Oak Springs | 95 | 3 | 2 | 90 | 8 | 2 | 94 | 6 | 0 | 88 | 12 | 0 | 95 | 5 | 0 | 93 | 7 | 0 | 0 | 0 | 0 | 93 | 7 | 0 |
| Ortega | 98 | 2 | 0 | 75 | 25 | 0 | 100 | 0 | 0 | 98 | 2 | 0 | 87 | 13 | 0 | 89 | 11 | 0 | 0 | 0 | 0 | 92 | 8 | 0 |
| Pecan Springs | 98 | 0 | 2 | 95 | 5 | 0 | 99 | 1 | 0 | 99 | 1 | 0 | 99 | 0 | 1 | 95 | 2 | 3 | 0 | 0 | 0 | 98 | 1 | 1 |
| Sanchez | 100 | 0 | 0 | 90 | 6 | 4 | 94 | 5 | 1 | 100 | 0 | 0 | 99 | 0 | 1 | 96 | 4 | 0 | 100 | 0 | 0 | 97 | 2 | 1 |
| Sims | 100 | 0 | 0 | 88 | 12 | 0 | 100 | 0 | 0 | 82 | 18 | 0 | 100 | 0 | 0 | 91 | 7 | 2 | 0 | 0 | 0 | 94 | 6 | 0 |
| Winn | 98 | 2 | 0 | 90 | 10 | 0 | 99 | 1 | 0 | 96 | 3 | 1 | 96 | 4 | 0 | 89 | 11 | 0 | 0 | 0 | 0 | 95 | 5 | 0 |
| Zavala | 90 | 8 | 2 | 75 | 23 | 2 | 92 | 8 | 0 | 85 | 15 | 0 | 100 | 0 | 0 | 98 | 0 | 2 | 0 | 0 | 0 | 90 | 9 | 1 |
| Priority Schools | 97 | 3 | 0 | 88 | 10 | 2 | 93 | 6 | 0 | 94 | 6 | 0 | 97 | 3 | 0 | 94 | 5 | 1 | 98 | 2 | 0 | 94 | 5 | 1 |
| Other Elementary Schools | 98 | 1 | 1 | 94 | 5 | 1 | 97 | 3 | 0 | 97 | 2 | 1 | 98 | 2 | 0 | 98 | 2 | 0 | 99 | 1 | 0 | 97 | 2 | 1 |
| AISD Elementary Schools | 98 | 1 | 1 | 93 | 6 | 1 | 96 | 4 | 0 | 97 | 3 | 0 | 98 | 2 | 0 | 97 | 3 | 0 | 99 | 1 | 0 | 97 | 3 | 0 |

# *ATTACHMENT 2-8*

## *Priority Schools Discipline Incidents*

Discipline incidents for 1991-92 were obtained for each Priority School. Totals for all Priority Schools, other elementaries, and all AISD elementaries are also included.

# ATTACHMENT 2-8
# PRIORITY SCHOOL DISCIPLINE INCIDENTS
## 1987-88, 1989-90, 1990-91, AND 1991-92

| SCHOOL | PUNISHMENT | | | | SUSPENSION | | | | EMERGENCY REMOVAL | | | | REMOVAL TO AEP | | | | TOTAL | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 87-88 | 89-90 | 90-91 | 91-92 | 87-88 | 89-90 | 90-91 | 91-92 | 87-88 | 89-90 | 90-91 | 91-92 | 87-88 | 89-90 | 90-91 | 91-92 | 87-88 | 89-90 | 90-91 | 91-92 |
| ALLAN | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ALLISON | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 |
| BECKER | 29 | 0 | 0 | 0 | 5 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 34 | 0 | 0 | 5 |
| BLACKSHEAR | 18 | 14 | 28 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 1 | 0 | 18 | 14 | 31 | 1 |
| BROOKE | 5 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 3 | 0 |
| CAMPBELL | 0 | 1 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 4 | 0 |
| GOVALLE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 0 |
| METZ | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| NORMAN | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 |
| OAK SPRINGS | 20 | 15 | 44 | 6 | 0 | 2 | 10 | 22 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 2 | 20 | 18 | 54 | 30 |
| ORTEGA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PECAN SPRINGS | 6 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 9 | 1 | 0 | 0 |
| SANCHEZ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SIMS | 4 | 19 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 19 | 4 | 0 |
| WINN | 34 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 34 | 0 | 0 | 0 |
| ZAVALA | 0 | 0 | 0 | 0 | 15 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 15 | 3 | 0 | 0 |
| PRIORITY SCHOOLS | 119 | 50 | 79 | 8 | 23 | 5 | 12 | 24 | 0 | 1 | 4 | 0 | 0 | 4 | 1 | 5 | 142 | 60 | 96 | 37 |
| OTHER ELEMENTARY | 197 | 160 | 73 | 22 | 68 | 59 | 64 | 40 | 3 | 4 | 3 | 1 | 0 | 10 | 4 | 2 | 268 | 233 | 144 | 65 |
| TOTAL ELEMENTARY | 316 | 210 | 152 | 30 | 91 | 64 | 76 | 64 | 3 | 5 | 7 | 1 | 0 | 14 | 5 | 7 | 410 | 293 | 240 | 102 |

* 1988-89 figures can be found in ORE publication 89.04, Figure 2-26, page 35.

## ATTACHMENT 7-1

## Priority Schools Adopt-A-School Data By School

Adopt-A-School records for 1991-92 were obtained for 14 Priority Schools. Numbers for the two schools not submitting records were taken from 1990-91 figures.* Information for each school includes: number of adopters, names of adopters, amount of cash contributions, estimated value of inkind contributions, number of volunteers, and number of volunteer hours.

| School | Number of Adopters | Adopters | Cash Contributions | Inkind Contributions | Number of Volunteers | Number of Volunteer Hours |
|---|---|---|---|---|---|---|
| ALLAN | 10 | Adult Probation Department<br>Travis County<br>Catholic War Veterans Post 1805<br>De Leon, Boggins, and Richards<br>El Mercado Restaurant<br>Greater East Austin Optimist Club<br>HEB #1<br>HHD 249th Battalion<br>Parque Zaragosa Advisory Board<br>Roy's Taxi Company<br>Teaneys of Texas | $2,100 | $2,680 | 68 | 500 |
| ALLISON | 16 | Appletree #719<br>Cattleman's State Bank<br>Church Women United<br>Fabian Tire Co<br>Alberto Garcia<br>Greater East Autin Optimists<br>HEB #12<br>Lockheed-Austin Division<br>Lockheed Lassies<br>Legal Viedo Productions<br>Limon's Bakery & Restaurant<br>Salinas Tricking/Landscaping<br>TomGro Grocery<br>Toulouse/Headliners East<br>Elliott Trester, MD<br>YPK Company | $3,816 | $5,548 | 210 | 3,630 |

Attachment 7-1
(Page 1 of 6)

| School | Number of Adopters | Adopters | Cash Contributions | Inkind Contributions | Number of Volunteers | Number of Volunteer Hours |
|---|---|---|---|---|---|---|
| BECKER | 15 | Austin Brass<br>HEB #8<br>Hair Flair<br>PD Services<br>Rudy's Hair Design<br>7-Eleven #12701<br>South Austin Civic Club<br>South Austin Neighborhood Council<br>Stoeltje Associates Inc.<br>St. Edward's University<br>St. Edward's University Community Mentor Program<br>St. Michael's Episcopal Church<br>Terra Toys<br>UT Performing Arts Center<br>Walgreens Drug Store<br>Whitley Company | $ 4,175 | $ 7,608 | 76 | 14,339 |
| BLACKSHEAR | 14 | Amelia M. Acosta<br>Beta Alpha<br>Delta Friends Club<br>Eleanor Golding<br>HEB #1;<br>W. G. Hunt & Company Realtors<br>KLW Engineering<br>Cynthia Jean Lee, MD<br>Literacy & Fundamental Education Resource Center LAFE<br>Omega Psi Phi Fraternity<br>Price is Right Grocery<br>UT Freshman Admission Center<br>UT Liberal Arts Council<br>Zonta Club | $13,928 | $11,288 | 98 | 1,167 |

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| School | Number of Adopters | Adopters | Cash Contributions | Inkind Contributions | Number of Volunteers | Number of Volunteer Hours |
|---|---|---|---|---|---|---|
| BROOKE | 11 | Alpha Phi Omega<br>Capital Metro<br>Fine Printing<br>Greater East Austin Optimist Club<br>HEB #1<br>Jones, Day, Reavis, & Pogue<br>Juan In A Million<br>Russeal Real Estate/Ben<br>White Self Storage<br>Texas Commerce Bank<br>Tio Tito's Restaurant<br>Zachary Scott Theatre | $3,447 | $4,068 | 163 | 992 |
| CAMPBELL | 05 | Delta Sigma Theta Sorority<br>Ford Credit<br>Hospital Pharmacy<br>NationsBank<br>Small, Craig, & Werkenthin | $4,650 | $1,230 | 48 | 1,176 |
| GOVALLE | 02 | IRS District Office<br>Kraft Food Service | $1,145 | $ 815 | 50 | 215 |
| METZ | 13 | Aetna Life Insurance & Annuity Co.<br>Austin Area Pawn Brokers Association<br>East Austin Lions Club<br>El Zarape Restaurant<br>Four Seasons Nursing Center<br>Greater East Austin Center<br>HEB #1<br>Hispanic Chamber of Commerce<br>Juan In A Million<br>Ruta Maya Coffee Company<br>Shoney's<br>Southwestern Bell Telephone<br>Tortilleria Rosales | $6,030 | $8,640 | 49 | 527 |

| School | Number of Adopters | Adopters | Cash Contributions | Inkind Contributions | Number of Volunteers | Number of Volunteer Hours |
|---|---|---|---|---|---|---|
| NORMAN | 05 | Busines Professionals of America, McCallum High School<br>HEB #13<br>McGinnis, Lochridge, & Kilgore<br>Texas Organized Professionals<br>Tracor, Inc. | $1,290 | $9,000 | 133 | 834 |
| OAK SPRINGS* | 14 | Argus<br>Cal's Beauty Supply #2<br>H-E-B #1<br>Kentucky Fried Chicken/Scott's Food<br>Kingfish Tropical Fish<br>Lala Convalescent Center<br>Natural Science Guild of Austin<br>Pelican's Wharf<br>Radio Shack<br>Scientific Measurement Systems, Inc.<br>Southern Union Gas<br>Steck-Vaughn Company<br>Top Ladies of Distinction<br>Vogue Beauty School | $6,000 | $7,000 | 65 | 6,500 |
| ORTEGA | 09 | Austin Marriott at the Capitol<br>Ballet Austin<br>Capitol Area Youth Soccer Assn.<br>Mike Fillmore's Ultimate Tae Kwon Do<br>Greater East Austin Optimist Club<br>HEB #13<br>KLRU-TV Studios<br>University Rotary Club<br>UT Residence Halls | $9,316 | $5,132 | 122 | 2,422 |
| PECAN SPRINGS | 07 | Art Hall Trophies<br>FKB Grocery<br>HEB #13<br>Pecan Springs/Springdale Neighborhood Assn.<br>Popeyes Famous Fried Chicken<br>Texas Commerce Bank<br>United Christian Church | $ 968 | $2,158 | 162 | 779 |

Attachment 7-1
(Page 4 of 6)

| School | Number of Adopters | Adopters | Cash Contributions | Inkind Contributions | Number of Volunteers | Number of Volunteer Hours |
|---|---|---|---|---|---|---|
| SANCHEZ | 15 | Austin American Statesman<br>Austin Police Association<br>Cafe Serranos<br>Marcos de Leon<br>Dunhill Temporary Systems<br>Ewbank & Harris, PC<br>HEB #1<br>La Pena<br>Mr. and Mrs. Jose Lopez<br>George Olds, DDS<br>Rizano's<br>Roy's Taxi<br>7-Eleven #12682<br>Sprouse & Associates<br>Whitehurst, Harkness & Watson | $1,000 | $12,425 | 60 | 1,334 |
| SIMS* | 08 | Association for Improvement of Minorities-IRS<br>Austin Police Association<br>Black American Comptroller Employees<br>Brackenridge Hospital<br>H-E-B #13<br>Mary E's Kitchen<br>Pepsi-Cola Company<br>St. Peter's United Methodist Church | $ 700 | $ 3,000 | 13 | 18 |
| WINN | 07 | HEB #13<br>The Holden Group<br>Jons Lang Woton/Springdale Shopping Center<br>LZT Architects, Inc<br>Chris Seeker<br>Sonic Drive-In<br>Scott's Food Service | $1,388 | $ 475 | 08 | 56 |

Attachment 7-1
(Page 5 of 6)

BEST COPY AVAILABLE

| School | Number of Adopters | Adopters | Cash Contributions | Inkind Contributions | Number of Volunteers | Number of Volunteer Hours |
|---|---|---|---|---|---|---|
| ZAVALA | 36 | Acapulco Video<br>Allen's Boots<br>Attorney General Hispanic Employee Association of Texas<br>Austin Diagnostic Clinic<br>Austin Police Association<br>Brandt Surveying Company, Inc.<br>Capital Area Chapter of the Texas Society of Professional Surveyors<br>Dell Computer<br>Delta Tau Delta Fraternity<br>El Porvenir<br>Dennis Fagan Photography<br>First City, Texas<br>Fitzgerald & Meissner, PC<br>Galleria de Raf<br>David E. Garcia, Atty.<br>Greater East Austin Optimist Club<br>Christopher M. Gunter, PC<br>HEB #1<br>Horizon Savings<br>Impressions Printing & Graphics<br>Joe's Bakery & Coffee Shop<br>Kappa Alpha Theta Sorority<br>Kinko's Computer Center<br>Metcalfe & Sanders Land Surveyors, Inc.<br>Mr. Gatti's Regional Office<br>Native Son Plant Nursery<br>Pro-Jex Gallery<br>Ripplin Waters Studio<br>Shear Down Sixth Street Hair Salon<br>Soroptimist International of Austin<br>The Spaghetti Warehouse<br>Texas State Troopers Association<br>Eric Tucker, PC<br>UT Science and Technology Center/ Department of Chemistry<br>Whole Earth Provision Company<br>Santiago Zamora, MD | $16,243 | $14,808 | 147 | 3,304 |

## *ATTACHMENT 7-2*

### *Elementary Parent Survey Results*

Item response summaries for each of the 15 questions asked in the spring 1992 elementary parent survey are presented for the Priority Schools as a group, and for the other elementary schools, as a group.

## ELEMENTARY PARENT SURVEY: 1988-89, 1989-90, 1990-91, AND 1991-92

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH & EVALUATION
SCHOOL: PRIORITY SCHS

05/18/92
SV$SURVB
PAGE 1

| ITEMS | RESPONSES OF: | | RESPONSES: STRONGLY AGREE(SA) | AGREE(A) | NEUTRAL | DISAGREE (D) | STRONGLY DISAGREE(SD) | DON'T KNOW/NOT APPLICABLE | SUMMARY: AGREE (SA+A) | DISAGREE (D+SD) |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. IN GENERAL, THE BUILDINGS AND GROUNDS OF MY CHILD'S SCHOOL ARE WELL MAINTAINED, NEAT, CLEAN, AND ATTRACTIVE. | PRIORITY SCHS | 88-89 | 38% | 50% | 8% | 3% | 1% | 1% | 88% | 4% |
| | | 89-90 | 34% | 48% | 11% | 5% | 2% | 1% | 82% | 7% |
| | | 90-91 | 41% | 46% | 8% | 3% | 1% | 1% | 87% | 4% |
| | | 91-92 | 34% | 48% | 10% | 4% | 1% | 1% | 82% | 5% |
| | CHANGE FROM | 88-89 | -4% | -2% | 2% | 1% | 0% | 0% | -6% | 1% |
| | | 89-90 | 0% | 0% | -1% | -1% | -1% | 0% | 0% | -2% |
| | | 90-91 | -7% | 2% | 2% | 1% | 0% | 0% | -5% | 1% |
| 2. THE MISSION OR PHILOSOPHY OF MY CHILD'S SCHOOL HAS BEEN CLEARLY COMMUNICATED TO ME. | PRIORITY SCHS | 88-89 | 29% | 51% | 11% | 3% | 1% | 4% | 80% | 4% |
| | | 89-90 | 31% | 48% | 13% | 4% | 1% | 3% | 79% | 5% |
| | | 90-91 | 31% | 51% | 11% | 3% | 1% | 3% | 82% | 4% |
| | | 91-92 | 27% | 51% | 14% | 4% | 1% | 3% | 78% | 5% |
| | CHANGE FROM | 88-89 | -2% | 0% | 3% | 1% | 0% | -1% | -2% | 1% |
| | | 89-90 | -4% | 3% | 1% | 0% | 0% | 0% | -1% | 0% |
| | | 90-91 | -4% | 0% | 3% | 1% | 0% | 0% | -4% | 1% |
| 3. MY CHILD'S SCHOOL IS A SAFE, SECURE PLACE TO LEARN. | PRIORITY SCHS | 88-89 | 41% | 45% | 10% | 2% | 1% | 1% | 86% | 3% |
| | | 89-90 | 40% | 41% | 10% | 4% | 3% | 1% | 81% | 7% |
| | | 90-91 | 45% | 43% | 8% | 2% | 1% | 1% | 88% | 3% |
| | | 91-92 | 37% | 44% | 13% | 3% | 1% | 1% | 81% | 4% |
| | CHANGE FROM | 88-89 | -4% | -1% | 3% | 1% | 0% | 0% | -5% | 1% |
| | | 89-90 | -3% | 3% | 3% | -1% | -2% | 0% | 0% | -3% |
| | | 90-91 | -8% | 1% | 5% | 1% | 0% | 0% | -7% | 1% |
| 4. THE STAFF AT MY CHILD'S SCHOOL REALLY BELIEVES THAT HE/SHE CAN ACHIEVE ACADEMICALLY. | PRIORITY SCHS | 88-89 | 51% | 40% | 6% | 1% | 0% | 2% | 91% | 1% |
| | | 89-90 | 51% | 39% | 7% | 1% | 0% | 2% | 90% | 1% |
| | | 90-91 | 54% | 37% | 6% | 1% | 1% | 2% | 91% | 2% |
| | | 91-92 | 49% | 41% | 7% | 1% | 1% | 1% | 90% | 2% |
| | CHANGE FROM | 88-89 | -2% | 1% | 1% | 0% | 1% | -1% | -1% | 1% |
| | | 89-90 | -2% | 2% | 0% | 0% | 1% | -1% | 0% | 1% |
| | | 90-91 | -5% | 4% | 1% | 0% | 0% | -1% | -1% | 0% |
| 5. MY CHILD'S SCHOOL IS AN EFFECTIVE (EXCELLENT) SCHOOL. | PRIORITY SCHS | 88-89 | 39% | 44% | 13% | 3% | 1% | 1% | 83% | 4% |
| | | 89-90 | 38% | 43% | 14% | 3% | 1% | 1% | 81% | 4% |
| | | 90-91 | 43% | 41% | 12% | 2% | 1% | 1% | 84% | 3% |
| | | 91-92 | 37% | 43% | 15% | 3% | 1% | 1% | 80% | 4% |
| | CHANGE FROM | 88-89 | -2% | -1% | 2% | 0% | 0% | 0% | -3% | 0% |
| | | 89-90 | -1% | 0% | 1% | 0% | 0% | 0% | -1% | 0% |
| | | 90-91 | -6% | 2% | 3% | 1% | 0% | 0% | -4% | 1% |
| 6. DISCIPLINE IN MY CHILD'S SCHOOL IS FAIR AND RELATED TO AGREED-UPON RULES. | PRIORITY SCHS | 88-89 | 36% | 47% | 10% | 3% | 1% | 3% | 83% | 4% |
| | | 89-90 | 32% | 50% | 10% | 4% | 1% | 3% | 82% | 5% |
| | | 90-91 | 35% | 48% | 10% | 3% | 1% | 3% | 83% | 4% |
| | | 91-92 | 30% | 49% | 13% | 3% | 2% | 3% | 79% | 5% |
| | CHANGE FROM | 88-89 | -6% | 2% | 3% | 0% | 1% | 0% | -4% | 1% |
| | | 89-90 | -2% | -1% | 3% | -1% | 1% | 0% | -3% | 0% |
| | | 90-91 | -5% | 1% | 3% | 0% | 1% | 0% | -4% | 1% |
| 7. MY CHILD HAS LEARNED A LOT THIS SCHOOL YEAR. | PRIORITY SCHS | 88-89 | 59% | 33% | 5% | 2% | 0% | 1% | 92% | 2% |
| | | 89-90 | 55% | 35% | 7% | 2% | 0% | 1% | 90% | 2% |
| | | 90-91 | 59% | 32% | 6% | 2% | 1% | 0% | 91% | 3% |
| | | 91-92 | 53% | 36% | 8% | 2% | 1% | 1% | 89% | 3% |
| | CHANGE FROM | 88-89 | -6% | 3% | 3% | 0% | 1% | 0% | -3% | 1% |
| | | 89-90 | -2% | 1% | 1% | 0% | 1% | 0% | -1% | 1% |
| | | 90-91 | -6% | 4% | 2% | 0% | 0% | 1% | -2% | 0% |
| 8. I HAVE A POSITIVE RELATIONSHIP WITH THE STAFF OF MY CHILD'S SCHOOL. | PRIORITY SCHS | 88-89 | 30% | 42% | 18% | 4% | 1% | 4% | 72% | 5% |
| | | 89-90 | 30% | 40% | 21% | 4% | 1% | 3% | 70% | 5% |
| | | 90-91 | 32% | 40% | 21% | 5% | 1% | 2% | 72% | 6% |
| | | 91-92 | 29% | 43% | 19% | 4% | 1% | 3% | 72% | 5% |
| | CHANGE FROM | 88-89 | -1% | 1% | 1% | 0% | 0% | -1% | 0% | 0% |
| | | 89-90 | -1% | 3% | -2% | 0% | 0% | 0% | 2% | 0% |
| | | 90-91 | -3% | 3% | -2% | -1% | 0% | 1% | 0% | -1% |
| 9. I AM INVOLVED AS MUCH AS I WANT TO BE IN MY CHILD'S SCHOOL. | PRIORITY SCHS | 88-89 | 21% | 38% | 21% | 12% | 3% | 3% | 59% | 15% |
| | | 89-90 | 20% | 38% | 24% | 13% | 2% | 3% | 58% | 15% |
| | | 90-91 | 21% | 37% | 24% | 13% | 2% | 2% | 58% | 15% |
| | | 91-92 | 20% | 38% | 25% | 13% | 2% | 2% | 58% | 15% |
| | CHANGE FROM | 88-89 | -1% | 0% | 4% | 1% | -1% | -1% | -1% | 0% |
| | | 89-90 | 0% | 0% | 1% | 0% | 0% | -1% | 0% | 0% |
| | | 90-91 | -1% | 1% | 1% | 0% | 0% | 0% | 0% | 0% |

# ELEMENTARY PARENT SURVEY: 1988-89, 1989-90, 1990-91, AND 1991-92

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH & EVALUATION
SCHOOL: PRIORITY SCHS

05/18/92
SV$SURV8
PAGE 2

RESPONSES

| ITEMS | RESPONSES OF: | | -A- | -B- | -C- | -D- | -E- | -F- | -G- | -H- | -I- | -J- | -K- | -L- | -M- | CHOICES |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 10. MY PREFERRED WAYS OF BEING INVOLVED WITH MY CHILD'S SCHOOL ARE: (CHOOSE ALL THAT APPLY). | PRIORITY SCHS | 88-89 | 25% | 36% | 58% | 67% | 19% | 70% | 47% | 29% | 17% | 8% | | | | A. PARTICIPATING IN PARENT TRAINING.<br>B. PARTICIPATING IN THE SCHOOL'S PTA/PTO.<br>C. ATTENDING PARENT/TEACHER CONFERENCES.<br>D. SIGNING REPORT CARDS<br>E. VOLUNTEERING AT THE SCHOOL (SPEAKER, CLERK, TUTOR, HELPER, ETC.).<br>F. HELPING MY CHILD WITH HOMEWORK.<br>G. WORKING WITH MY CHILD ON REINFORCEMENT ACTIVITIES.<br>H. HELPING WITH EXTRA-CURRICULAR ACTIVITIES.<br>I. PARTICIPATING IN PLANNING ACTIVITIES.<br>J. OTHER |
| | | 89-90 | 24% | 34% | 60% | 67% | 20% | 71% | 45% | 29% | 18% | 7% | | | | |
| | | 90-91 | 28% | 33% | 57% | 71% | 19% | 74% | 47% | 28% | 17% | 6% | | | | |
| | | 91-92 | 24% | 34% | * | 69% | 21% | 81% | 45% | 30% | 19% | 18% | | | | |
| | CHANGE FROM | 88-89 | -1% | -2% | * | 2% | 2% | 11% | -2% | 1% | 2% | 10% | | | | |
| | | 89-90 | 0% | 0% | * | 2% | 1% | 10% | 0% | 1% | 1% | 11% | | | | |
| | | 90-91 | -4% | 1% | * | -2% | 2% | 7% | -2% | 2% | 2% | 12% | | | | |
| 11. I TALK TO MY CHILD ABOUT WHAT HAPPENS AT SCHOOL. | PRIORITY SCHS | 88-89 | 63% | 26% | 10% | 0% | | | | | | | | | | A. VERY OFTEN<br>B. OFTEN<br>C. SOMETIMES<br>D. NEVER |
| | | 89-90 | 63% | 26% | 10% | 1% | | | | | | | | | | |
| | | 90-91 | 64% | 24% | 12% | 0% | | | | | | | | | | |
| | | 91-92 | 62% | 27% | 10% | 0% | | | | | | | | | | |
| | CHANGE FROM | 88-89 | -1% | 1% | 0% | 0% | | | | | | | | | | |
| | | 89-90 | -1% | 1% | 0% | -1% | | | | | | | | | | |
| | | 90-91 | -2% | 3% | -2% | 0% | | | | | | | | | | |
| 12. COMPARED TO A YEAR AGO, THE QUALITY OF EDUCATION IN MY CHILD'S SCHOOL HAS: | PRIORITY SCHS | 88-89 | 52% | 3% | 24% | 20% | | | | | | | | | | A. GONE UP.<br>B. GONE DOWN.<br>C. STAYED ABOUT THE SAME.<br>D. DID NOT ATTEND THIS SCHOOL LAST SCHOOL YEAR. |
| | | 89-90 | 49% | 4% | 28% | 18% | | | | | | | | | | |
| | | 90-91 | 50% | 4% | 27% | 19% | | | | | | | | | | |
| | | 91-92 | 46% | 4% | 31% | 20% | | | | | | | | | | |
| | CHANGE FROM | 88-89 | -6% | 1% | 7% | 0% | | | | | | | | | | |
| | | 89-90 | -3% | 0% | 3% | 2% | | | | | | | | | | |
| | | 90-91 | -4% | 0% | 4% | 1% | | | | | | | | | | |
| 13. I WOULD RATE THE QUALITY OF EDUCATION IN MY CHILD'S SCHOOL AS: | PRIORITY SCHS | 88-89 | 41% | 25% | 30% | 3% | 1% | | | | | | | | | A. EXCELLENT.<br>B. ABOVE AVERAGE.<br>C. AVERAGE.<br>D. BELOW AVERAGE.<br>E. POOR. |
| | | 89-90 | 41% | 26% | 30% | 2% | 1% | | | | | | | | | |
| | | 90-91 | 45% | 25% | 28% | 2% | 1% | | | | | | | | | |
| | | 91-92 | 38% | 28% | 31% | 2% | 1% | | | | | | | | | |
| | CHANGE FROM | 88-89 | -3% | 3% | 1% | -1% | 0% | | | | | | | | | |
| | | 89-90 | -3% | 2% | 1% | 0% | 0% | | | | | | | | | |
| | | 90-91 | -7% | 3% | 3% | 0% | 0% | | | | | | | | | |
| 14. WHAT ARE AISD'S GREATEST STRENGTHS? (CHOOSE ALL THAT APPLY). | PRIORITY SCHS | 88-89 | 51% | 48% | 54% | 40% | 37% | 27% | 26% | 25% | 18% | 37% | 28% | 5% | | A. ACADEMIC QUALITY<br>B. INSTRUCTIONAL STAFF<br>C. COMMUNICATION WITH PARENTS<br>D. DISCIPLINE<br>E. PARENTAL INVOLVEMENT<br>F. DRUGS/SEX/AIDS EDUCATION<br>G. SCHOOL FACILITIES<br>H. MATERIALS/EQUIPMENT<br>I. DROPOUT PREVENTION<br>J. SPECIAL SUPPORT PROGRAMS (I.E., SPECIAL EDUCATION, AIM HIGH)<br>K. CLASS SIZE<br>L. ALCOHOL/DRUG ABUSE PREVENTION EFFORTS<br>M. OTHER |
| | | 89-90 | 51% | 46% | 57% | 37% | 37% | 30% | 21% | 21% | 19% | 35% | 27% | 30% | 5% | |
| | | 90-91 | 49% | 46% | 56% | 38% | 39% | 30% | 24% | 22% | 20% | 36% | 28% | 30% | 3% | |
| | | 91-92 | 47% | 43% | 55% | 39% | 40% | 35% | 28% | 26% | 22% | 39% | 29% | 35% | 8% | |
| | CHANGE FROM | 88-89 | -4% | -5% | 1% | -1% | 3% | 8% | 2% | 1% | 4% | 2% | 1% | 30% | | |
| | | 89-90 | -4% | -3% | -2% | 2% | 3% | 5% | 7% | 5% | 3% | 4% | 2% | 5% | 3% | |
| | | 90-91 | -2% | -3% | -1% | 1% | 1% | 5% | 4% | 4% | 2% | 3% | 1% | 5% | 5% | |
| 15. WHAT ARE AISD'S GREATEST AREAS IN NEED OF IMPROVEMENT? (CHOOSE ALL THAT APPLY). | PRIORITY SCHS | 88-89 | 21% | 20% | 28% | 20% | 24% | 32% | 20% | 28% | 37% | 25% | 18% | 9% | | |
| | | 89-90 | 22% | 18% | 26% | 18% | 24% | 30% | 28% | 32% | 32% | 25% | 19% | 25% | 7% | |
| | | 90-91 | 22% | 21% | 29% | 19% | 24% | 32% | 22% | 26% | 37% | 23% | 18% | 28% | 6% | |
| | | 91-92 | 22% | 20% | 30% | 21% | 26% | 35% | 19% | 27% | 37% | 24% | 18% | 27% | 9% | |
| | CHANGE FROM | 88-89 | 1% | 0% | 2% | 1% | 2% | 3% | -1% | -1% | 0% | -1% | 0% | 18% | | |
| | | 89-90 | 0% | 2% | 4% | 3% | 2% | 5% | -9% | -5% | 5% | -1% | -1% | 2% | 2% | |
| | | 90-91 | 0% | -1% | 1% | 2% | 2% | 3% | -3% | 1% | 0% | 1% | 0% | -1% | 3% | |

| | | | SENT | RETURNED | % RETURNED |
|---|---|---|---|---|---|
| RETURN RATE | PRIORITY SCHS | 88-89 | 5169 | 2311 | 44.7% |
| | | 89-90 | 4955 | 2457 | 49.6% |
| | | 90-91 | 5280 | 2390 | 45.3% |
| | | 91-92 | 5467 | 2537 | 46.4% |
| | CHANGE FROM | 88-89 | 298 | 226 | 1.7% |
| | | 89-90 | 512 | 80 | -3.2% |
| | | 90-91 | 187 | 147 | 1.1% |

__*ITEM 10 CHOICE C LEFT OFF FORM____NOT ALL RESPONDENTS ANSWERED ALL QUESTIONS__NOT ALL PERCENTAGES ADD UP TO 100% DUE TO ROUNDING______

# ELEMENTARY PARENT SURVEY: 1988-89, 1989-90, 1990-91, AND 1991-92

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH & EVALUATION
SCHOOL: NON-PRIORITY

05/18/92
SV$SURV8
PAGE 1

| ITEMS | RESPONSES OF: | | RESPONSES | | | | | | SUMMARY | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | STRONGLY AGREE(SA) | AGREE(A) | NEUTRAL | DISAGREE (D) | STRONGLY DISAGREE(SD) | DON'T KNOW/NOT APPLICABLE | AGREE (SA+A) | DISAGREE (D+SD) |
| 1. IN GENERAL, THE BUILDINGS AND GROUNDS OF MY CHILD'S SCHOOL ARE WELL MAINTAINED, NEAT, CLEAN, AND ATTRACTIVE. | NON-PRIORITY | 88-89 | 39% | 51% | 6% | 3% | 1% | 1% | 90% | 4% |
| | | 89-90 | 35% | 51% | 9% | 3% | 1% | 1% | 86% | 4% |
| | | 90-91 | 40% | 49% | 6% | 3% | 1% | 0% | 89% | 4% |
| | | 91-92 | 34% | 52% | 8% | 4% | 1% | 1% | 86% | 5% |
| | CHANGE FROM | 88-89 | -5% | 1% | 2% | 1% | 0% | 0% | -4% | 1% |
| | | 89-90 | -1% | 1% | -1% | 1% | 0% | 0% | 0% | 1% |
| | | 90-91 | -6% | 3% | 2% | 1% | 0% | 1% | -3% | 1% |
| 2. THE MISSION OR PHILOSOPHY OF MY CHILD'S SCHOOL HAS BEEN CLEARLY COMMUNICATED TO ME. | NON-PRIORITY | 88-89 | 27% | 49% | 15% | 6% | 1% | 2% | 76% | 7% |
| | | 89-90 | 27% | 50% | 14% | 6% | 1% | 2% | 77% | 7% |
| | | 90-91 | 31% | 48% | 14% | 5% | 1% | 2% | 79% | 6% |
| | | 91-92 | 28% | 48% | 15% | 6% | 1% | 2% | 76% | 7% |
| | CHANGE FROM | 88-89 | 1% | -1% | 0% | 0% | 0% | 0% | 0% | 0% |
| | | 89-90 | 1% | -2% | 1% | 0% | 0% | 0% | -1% | 0% |
| | | 90-91 | -3% | 0% | 1% | 1% | 0% | 0% | -3% | 1% |
| 3. MY CHILD'S SCHOOL IS A SAFE, SECURE PLACE TO LEARN. | NON-PRIORITY | 88-89 | 38% | 49% | 9% | 2% | 1% | 1% | 87% | 3% |
| | | 89-90 | 38% | 50% | 9% | 2% | 1% | 1% | 88% | 3% |
| | | 90-91 | 43% | 48% | 7% | 1% | 0% | 0% | 91% | 1% |
| | | 91-92 | 37% | 50% | 10% | 2% | 1% | 1% | 87% | 3% |
| | CHANGE FROM | 88-89 | -1% | 1% | 1% | 0% | 0% | 0% | 0% | 0% |
| | | 89-90 | -1% | 0% | 1% | 0% | 0% | 0% | -1% | 0% |
| | | 90-91 | -6% | 2% | 3% | 1% | 1% | 1% | -4% | 2% |
| 4. THE STAFF AT MY CHILD'S SCHOOL REALLY BELIEVES THAT HE/SHE CAN ACHIEVE ACADEMICALLY. | NON-PRIORITY | 88-89 | 48% | 42% | 7% | 1% | 0% | 2% | 90% | 1% |
| | | 89-90 | 47% | 43% | 7% | 1% | 0% | 1% | 90% | 1% |
| | | 90-91 | 49% | 41% | 7% | 1% | 1% | 1% | 90% | 2% |
| | | 91-92 | 44% | 44% | 8% | 1% | 0% | 1% | 88% | 1% |
| | CHANGE FROM | 88-89 | -4% | 2% | 1% | 0% | 0% | -1% | -2% | 0% |
| | | 89-90 | -3% | 1% | 1% | 0% | 0% | 0% | -2% | 0% |
| | | 90-91 | -5% | 3% | 1% | 0% | -1% | 0% | -2% | -1% |
| 5. MY CHILD'S SCHOOL IS AN EFFECTIVE (EXCELLENT) SCHOOL. | NON-PRIORITY | 88-89 | 36% | 46% | 13% | 3% | 1% | 1% | 82% | 4% |
| | | 89-90 | 34% | 47% | 14% | 3% | 1% | 1% | 81% | 4% |
| | | 90-91 | 38% | 45% | 12% | 3% | 1% | 1% | 83% | 4% |
| | | 91-92 | 34% | 48% | 14% | 3% | 1% | 1% | 82% | 4% |
| | CHANGE FROM | 88-89 | -2% | 2% | 1% | 0% | 0% | 0% | 0% | 0% |
| | | 89-90 | 0% | 1% | 0% | 0% | 0% | 0% | 1% | 0% |
| | | 90-91 | -4% | 3% | 2% | 0% | 0% | 0% | -1% | 0% |
| 6. DISCIPLINE IN MY CHILD'S SCHOOL IS FAIR AND RELATED TO AGREED-UPON RULES. | NON-PRIORITY | 88-89 | 32% | 49% | 11% | 3% | 1% | 4% | 81% | 4% |
| | | 89-90 | 30% | 50% | 12% | 3% | 1% | 3% | 80% | 4% |
| | | 90-91 | 33% | 49% | 11% | 3% | 1% | 3% | 82% | 4% |
| | | 91-92 | 28% | 51% | 13% | 3% | 1% | 3% | 79% | 4% |
| | CHANGE FROM | 88-89 | -4% | 2% | 2% | 0% | 0% | -1% | -2% | 0% |
| | | 89-90 | -2% | 1% | 1% | 0% | 0% | 0% | -1% | 0% |
| | | 90-91 | -5% | 2% | 2% | 0% | 0% | 0% | -3% | 0% |
| 7. MY CHILD HAS LEARNED A LOT THIS SCHOOL YEAR. | NON-PRIORITY | 88-89 | 49% | 40% | 8% | 2% | 1% | 0% | 89% | 3% |
| | | 89-90 | 48% | 41% | 8% | 2% | 1% | 0% | 89% | 3% |
| | | 90-91 | 50% | 40% | 7% | 2% | 0% | 0% | 90% | 2% |
| | | 91-92 | 46% | 42% | 9% | 2% | 1% | 0% | 88% | 3% |
| | CHANGE FROM | 88-89 | -3% | 2% | 1% | 0% | 0% | 0% | -1% | 0% |
| | | 89-90 | -2% | 1% | 1% | 0% | 0% | 0% | -1% | 0% |
| | | 90-91 | -4% | 2% | 2% | 0% | 1% | 0% | -2% | 1% |
| 8. I HAVE A POSITIVE RELATIONSHIP WITH THE STAFF OF MY CHILD'S SCHOOL. | NON-PRIORITY | 88-89 | 34% | 45% | 15% | 3% | 1% | 2% | 79% | 4% |
| | | 89-90 | 33% | 46% | 15% | 4% | 1% | 2% | 79% | 5% |
| | | 90-91 | 36% | 45% | 14% | 3% | 1% | 1% | 81% | 4% |
| | | 91-92 | 34% | 46% | 15% | 3% | 1% | 1% | 80% | 4% |
| | CHANGE FROM | 88-89 | 0% | 1% | 0% | 0% | 0% | -1% | 1% | 0% |
| | | 89-90 | 1% | 0% | 0% | -1% | 0% | -1% | 1% | -1% |
| | | 90-91 | -2% | 1% | 1% | 0% | 0% | 0% | -1% | 0% |
| 9. I AM INVOLVED AS MUCH AS I WANT TO BE IN MY CHILD'S SCHOOL. | NON-PRIORITY | 88-89 | 20% | 43% | 18% | 14% | 2% | 2% | 63% | 16% |
| | | 89-90 | 20% | 43% | 19% | 15% | 2% | 1% | 63% | 17% |
| | | 90-91 | 22% | 43% | 19% | 13% | 2% | 1% | 65% | 15% |
| | | 91-92 | 21% | 43% | 20% | 13% | 2% | 1% | 64% | 15% |
| | CHANGE FROM | 88-89 | 1% | 0% | 2% | -1% | 0% | -1% | 1% | -1% |
| | | 89-90 | 1% | 0% | 1% | -2% | 0% | 0% | 1% | -2% |
| | | 90-91 | -1% | 0% | 1% | 0% | 0% | 0% | -1% | 0% |

# ELEMENTARY PARENT SURVEY: 1988-89, 1989-90, 1990-91, AND 1991-92

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH & EVALUATION
SCHOOL: NON-PRIORITY

05/18/92
SV$SURV8
PAGE 2

RESPONSES

| ITEMS | RESPONSES OF: | | -A- | -B- | -C- | -D- | -E- | -F- | -G- | -H- | -I- | -J- | -K- | -L- | -M- | CHOICES |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 10. MY PREFERRED WAYS OF BEING INVOLVED WITH MY CHILD'S SCHOOL ARE: (CHOOSE ALL THAT APPLY). | NON-PRIORITY | 88-89 | 25% | 41% | 71% | 78% | 30% | 83% | 68% | 48% | 23% | 7% | | | | A. PARTICIPATING IN PARENT TRAINING.<br>B. PARTICIPATING IN THE SCHOOL'S PTA/PTO.<br>C. ATTENDING PARENT/TEACHER CONFERENCES.<br>D. SIGNING REPORT CARDS<br>E. VOLUNTEERING AT THE SCHOOL (SPEAKER, CLERK, TUTOR, HELPER, ETC.).<br>F. HELPING MY CHILD WITH HOMEWORK.<br>G. WORKING WITH MY CHILD ON REINFORCEMENT ACTIVITIES.<br>H. HELPING WITH EXTRA-CURRICULAR ACTIVITIES.<br>I. PARTICIPATING IN PLANNING ACTIVITIES.<br>J. OTHER |
| | | 89-90 | 24% | 41% | 72% | 77% | 30% | 83% | 67% | 47% | 22% | 6% | | | | |
| | | 90-91 | 24% | 41% | 71% | 79% | 31% | 86% | 69% | 49% | 22% | 6% | | | | |
| | | 91-92 | 25% | 40% | * | 75% | 32% | 89% | 67% | 48% | 22% | 17% | | | | |
| | CHANGE FROM | 88-89 | 0% | -1% | * | -3% | 2% | 6% | -1% | 0% | -1% | 10% | | | | |
| | | 89-90 | 1% | -1% | * | -2% | 2% | 6% | 0% | 1% | 0% | 11% | | | | |
| | | 90-91 | 1% | -1% | * | -4% | 1% | 3% | -2% | -1% | 0% | 11% | | | | |
| 11. I TALK TO MY CHILD ABOUT WHAT HAPPENS AT SCHOOL. | NON-PRIORITY | 88-89 | 73% | 23% | 5% | 0% | | | | | | | | | | A. VERY OFTEN<br>B. OFTEN<br>C. SOMETIMES<br>D. NEVER |
| | | 89-90 | 74% | 21% | 5% | 0% | | | | | | | | | | |
| | | 90-91 | 74% | 21% | 5% | 0% | | | | | | | | | | |
| | | 91-92 | 74% | 22% | 4% | 0% | | | | | | | | | | |
| | CHANGE FROM | 88-89 | 1% | -1% | -1% | 0% | | | | | | | | | | |
| | | 89-90 | 0% | 1% | -1% | 0% | | | | | | | | | | |
| | | 90-91 | 0% | 1% | -1% | 0% | | | | | | | | | | |
| 12. COMPARED TO A YEAR AGO, THE QUALITY OF EDUCATION IN MY CHILD'S SCHOOL HAS: | NON-PRIORITY | 88-89 | 26% | 3% | 41% | 29% | | | | | | | | | | A. GONE UP.<br>B. GONE DOWN.<br>C. STAYED ABOUT THE SAME.<br>D. DID NOT ATTEND THIS SCHOOL LAST SCHOOL YEAR. |
| | | 89-90 | 25% | 4% | 45% | 25% | | | | | | | | | | |
| | | 90-91 | 28% | 4% | 45% | 24% | | | | | | | | | | |
| | | 91-92 | 25% | 4% | 47% | 23% | | | | | | | | | | |
| | CHANGE FROM | 88-89 | -1% | 1% | 6% | -6% | | | | | | | | | | |
| | | 89-90 | 0% | 0% | 2% | -2% | | | | | | | | | | |
| | | 90-91 | -3% | 0% | 2% | -1% | | | | | | | | | | |
| 13. I WOULD RATE THE QUALITY OF EDUCATION IN MY CHILD'S SCHOOL AS: | NON-PRIORITY | 88-89 | 34% | 38% | 25% | 2% | 0% | | | | | | | | | A. EXCELLENT.<br>B. ABOVE AVERAGE.<br>C. AVERAGE.<br>D. BELOW AVERAGE.<br>E. POOR. |
| | | 89-90 | 32% | 39% | 27% | 2% | 0% | | | | | | | | | |
| | | 90-91 | 36% | 39% | 23% | 2% | 0% | | | | | | | | | |
| | | 91-92 | 33% | 40% | 25% | 2% | 0% | | | | | | | | | |
| | CHANGE FROM | 88-89 | -1% | 2% | 0% | 0% | 0% | | | | | | | | | |
| | | 89-90 | 1% | 1% | -2% | 0% | 0% | | | | | | | | | |
| | | 90-91 | -3% | 1% | 2% | 0% | 0% | | | | | | | | | |
| 14. WHAT ARE AISD'S GREATEST STRENGTHS? (CHOOSE ALL THAT APPLY). | NON-PRIORITY | 88-89 | 54% | 59% | 57% | 34% | 42% | 27% | 35% | 29% | 11% | 43% | 29% | 4% | | A. ACADEMIC QUALITY<br>B. INSTRUCTIONAL STAFF<br>C. COMMUNICATION WITH PARENTS<br>D. DISCIPLINE<br>E. PARENTAL INVOLVEMENT<br>F. DRUGS/SEX/AIDS EDUCATION<br>G. SCHOOL FACILITIES<br>H. MATERIALS/EQUIPMENT<br>I. DROPOUT PREVENTION<br>J. SPECIAL SUPPORT PROGRAMS (I.E., SPECIAL EDUCATION, AIM HIGH)<br>K. CLASS SIZE<br>L. ALCOHOL/DRUG ABUSE PREVENTION EFFORTS<br>M. OTHER |
| | | 89-90 | 51% | 58% | 55% | 33% | 44% | 27% | 27% | 24% | 12% | 40% | 26% | 30% | 4% | |
| | | 90-91 | 53% | 60% | 57% | 33% | 45% | 28% | 33% | 29% | 12% | 41% | 30% | 30% | 3% | |
| | | 91-92 | 47% | 55% | 53% | 30% | 44% | 27% | 32% | 28% | 12% | 39% | 28% | 30% | 6% | |
| | CHANGE FROM | 88-89 | -7% | -4% | -4% | -4% | 2% | 0% | -3% | -1% | 1% | -4% | -1% | 26% | | |
| | | 89-90 | -4% | -3% | -2% | -3% | 0% | 0% | 5% | 4% | 0% | -1% | 2% | 0% | 2% | |
| | | 90-91 | -6% | -5% | -4% | -3% | -1% | -1% | -1% | -1% | 0% | -2% | -2% | 0% | 3% | |
| 15. WHAT ARE AISD'S GREATEST AREAS IN NEED OF IMPROVEMENT? (CHOOSE ALL THAT APPLY). | NON-PRIORITY | 88-89 | 23% | 18% | 27% | 18% | 19% | 26% | 24% | 31% | 28% | 22% | 34% | 12% | | |
| | | 89-90 | 25% | 16% | 27% | 17% | 19% | 27% | 37% | 33% | 29% | 20% | 38% | 22% | 9% | |
| | | 90-91 | 25% | 17% | 28% | 19% | 20% | 23% | 28% | 30% | 29% | 21% | 36% | 21% | 9% | |
| | | 91-92 | 28% | 19% | 31% | 20% | 22% | 27% | 27% | 34% | 30% | 23% | 35% | 22% | 9% | |
| | CHANGE FROM | 88-89 | 5% | 1% | 4% | 2% | 3% | 1% | 3% | 3% | 2% | 1% | 1% | 10% | | |
| | | 89-90 | 3% | 3% | 4% | 3% | 3% | 0% | -10% | 1% | 1% | 3% | -3% | 0% | 0% | |
| | | 90-91 | 3% | 2% | 3% | 1% | 2% | 4% | -1% | 4% | 1% | 2% | -1% | 1% | 0% | |

| | | | SENT | RETURNED | % RETURNED |
|---|---|---|---|---|---|
| RETURN RATE | NON-PRIORITY | 88-89 | 21791 | 11013 | 50.5% |
| | | 89-90 | 22647 | 12211 | 53.9% |
| | | 90-91 | 23205 | 11902 | 51.3% |
| | | 91-92 | 24036 | 11827 | 49.2% |
| | CHANGE FROM | 88-89 | 2245 | 814 | -1.3% |
| | | 89-90 | 1389 | -384 | -4.7% |
| | | 90-91 | 831 | -75 | -2.1% |

*ITEM 10 CHOICE C LEFT OFF FORM____NOT ALL RESPONDENTS ANSWERED ALL QUESTIONS__NOT ALL PERCENTAGES ADD UP TO 100% DUE TO ROUNDING

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